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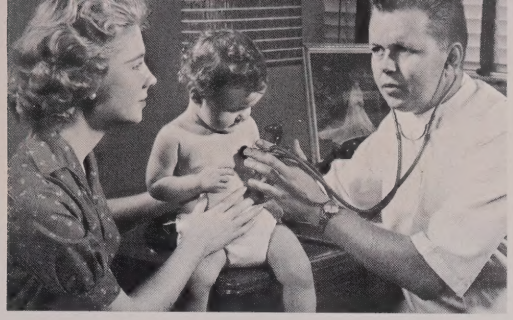
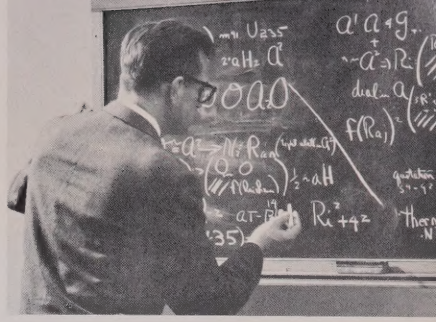
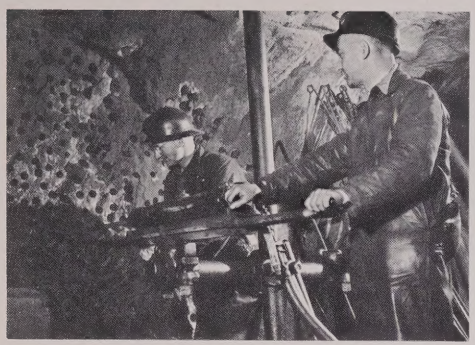
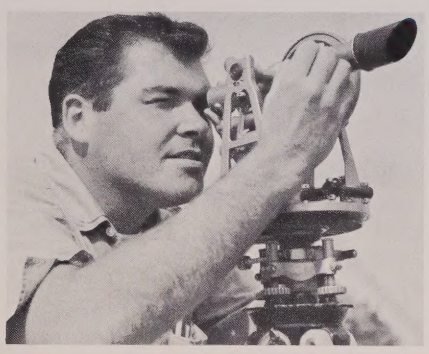
THORITY OF
THE MINISTER OF EDUCATION



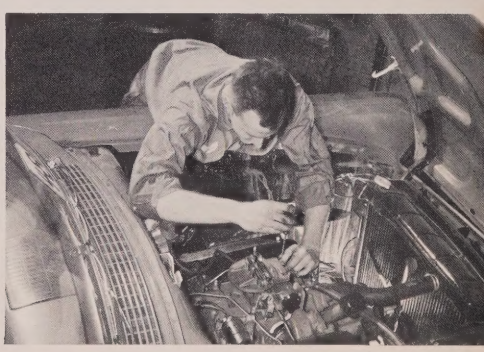




After Grade Eight



OPPORTUNITIES AVAILABLE
IN THE SECONDARY
SCHOOLS OF ONTARIO



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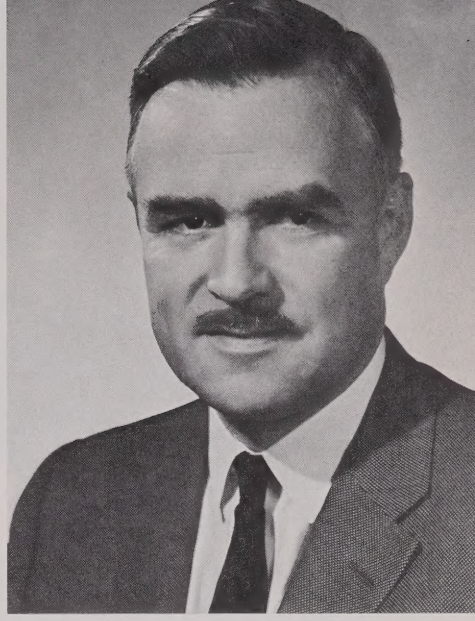
Foreword



The Honourable John P. Robarts

For the past twelve years, the Government of Ontario has been engaged in a vigorous programme of expanding the educational opportunities available to the people of the Province. The extent of this expansion in the last decade alone is reflected in the increase in the educational budget from $67,553,128 in 1951 to $273,051,000 estimated for 1961-62.

With the signing of the Federal-Provincial Technical and Vocational Training Agreement on June 26, 1961, it became possible to accelerate this programme of expansion. Under the terms of the Agreement, a programme of at least $200,000,000, to be carried out over the next two years by the Government of Canada and the Government of Ontario, will provide for a vast extension of facilities for trades training and technical education in Ontario. Seventy-five per cent of the capital cost of the new programme will be borne by the Federal Government, and the remainder will be assumed by the Province.

This arrangement to provide additional facilities on such a large scale enabled officials of the Department of Education to complete the development of a plan, long under consideration, for the reorganization of secondary education in Ontario. The plan was outlined to educational authorities throughout the Province, and many boards operating schools sufficiently large to make the change feasible adopted it. They will begin the reorganization in Grade 9 in September 1962 and extend it to one higher grade in each succeeding year. Accordingly, many communities will be able to offer a wide variety of programmes to suit the needs, interests, and aptitudes of pupils seeking education beyond Grade 8.

Such variety is necessary if we are to ensure the fullest possible growth of understanding, knowledge, and skill on the part of all the young people of the Province. And such growth on not merely a provincial but indeed a national basis is vital to the economic survival of our free society. No limitations of educational opportunity can be allowed to inhibit the development of the total creative and productive capacity of our people.

There was a time when the boy or girl who did not attend secondary school or who dropped out of school before completing his programme of studies could earn a living and make some contribution to the economic growth of society in employment that required little or no skill. Such areas of employment are rapidly vanishing as more efficient mechanical methods of production and distribution are adopted to maintain the economic strength of our democracy. In 1960, semi-skilled and unskilled occupations accounted for thirty-one per cent of employment in Canada. By 1975, they will account for only twelve per cent. No young person can now afford to leave school without adding to his understanding of life and his appreciation of our cultural heritage the mastery of some skill or the acquisition of some fund of knowledge that our society recognizes as worthy of reward.

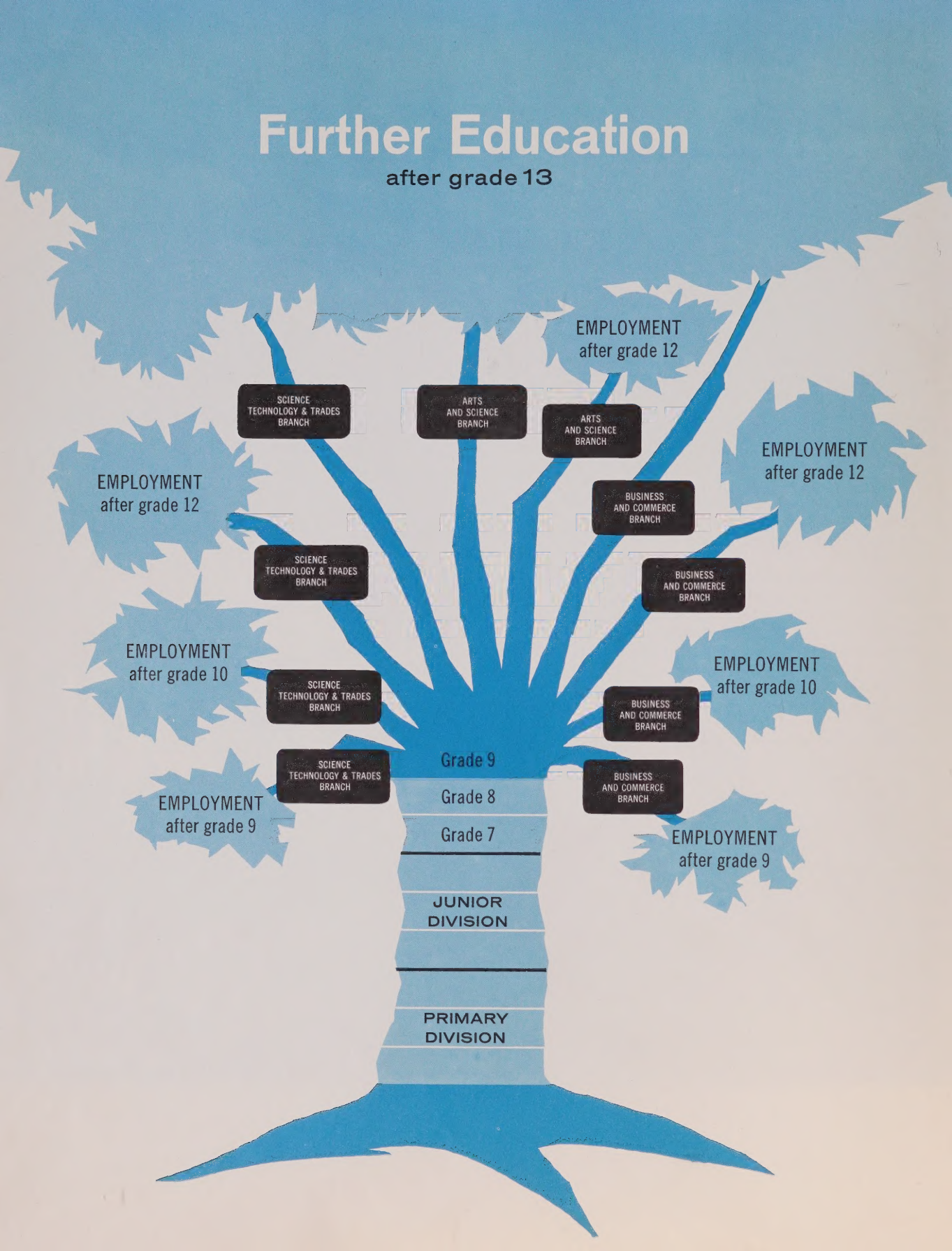
The expansion of the educational opportunities available in our secondary schools should make it possible for almost every pupil to equip himself to earn that reward. He has but to select wisely and pursue diligently the programme of studies that he will undertake when he leaves elementary school. This booklet is designed to assist him in making a wise selection by providing information about the wide variety of educational programmes that will be available in many schools throughout the Province, commencing in September of 1962. It is to be hoped that it will be studied carefully by his teachers, to whom he will turn for guidance, and by his parents, who will share with him the responsibility for his choice.

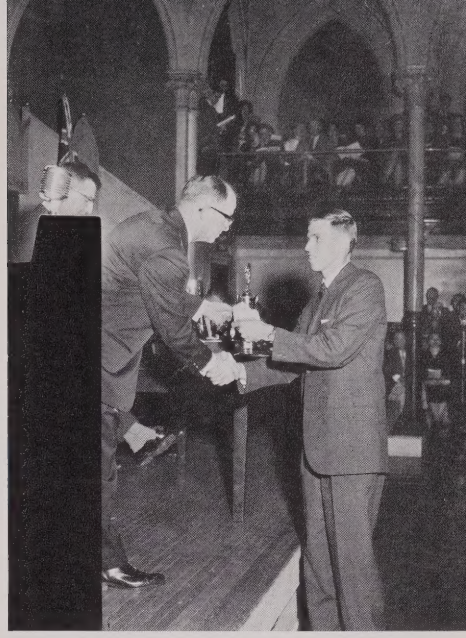
John P. Robarts

Prime Minister of Ontario
and Minister of Education

Further Education

after grade 13





Educational Objectives

In the diagram on the opposite page, the educational programmes that will be offered in many secondary schools of the Province commencing in September 1962 are represented as branches of one tree. This method of representation has been used to indicate the basic unity of purpose shared by all programmes. While the immediate objectives of the programmes are different, the ultimate aim of each is to perform to some degree the three major tasks of education in Ontario. They encourage the development of the child's imagination and his power of reasoning in order to furnish his mind with the insights required to understand his environment. They offer opportunities for the training of his physical powers in order to enable him to make a useful contribution to society. They provide for the growth of his character in order to help him live according to the standards of conduct approved by a society possessing our democratic heritage.

These three interwoven tasks are closely related to man's unique ability to understand and to reason. He is the only creature capable of understanding his environment. But mere understanding, however satisfying to the one possessing it, is not sufficient to sustain either the life of an individual or that of the society to which he belongs. Man must have also the mental and physical ability to use and apply his understanding in a manner valued by his society and he must develop the kind of spirit that impels him to do so.

Although they have not always been related to our cherished democratic ideals, these three tasks have, in some form, been assigned to education from the earliest times. The degree of emphasis given to each of them has, however, varied according to the nature of the society and to the circumstances under which it existed. At one time in our own history, for example, it was considered important to stress the one task of encouraging the development of understanding of the environment. Since this development involved "working through" religious, literary, mathematical, and scientific books, it was assumed that it would inculcate acceptable habits of conduct and would provide the training in the use of verbal and mathematical symbols that was necessary to gain employment and thereby make a contribution to society. At that time, a single educational programme was adequate to meet the needs of most of the pupils in our schools.

Gradually, it became apparent that training in the use of symbols, while essential, was not sufficient to prepare all our pupils to play a useful role in society. Two other programmes were, therefore, offered; and over the years were varied by the addition of optional subjects. Now, entirely new programmes have been developed in order to encourage our young people to stay in school as long as they can profitably do so after Grade 8. For it is recognized that time is not merely a framework or setting within which education takes place, but, rather, an essential element of the educational process. In the lives of the young, particularly, its passing brings many changes, ostensibly unrelated to education, that contribute to their total growth. As they grow in body, mind, and spirit, their attitudes and ambitions, interests and insights, values and viewpoints change. And all these developments influence the quality of learning that takes place in response to a formal programme of education.

The decision as to which of the new programmes he will pursue should, therefore, be made by the pupil and his parents in full understanding of the changes in educational interests and achievements that can occur as time passes. It should be reached in the light of the knowledge that every programme makes provision to perform the three basic tasks of education.

from Elementary School

One of the most important problems facing each pupil enrolled in Grade 8 is that of determining the programme of studies that he will follow in secondary school. With the expansion of educational opportunities in Ontario, this problem becomes more difficult than it was when the number of different programmes that our schools needed to offer was small. Today, in areas where school boards have adopted the new plan, the pupil may choose from eight different programmes offered in the secondary school—three in the Science, Technology, and Trades Branch; two in the Arts and Science Branch; and three in the Business and Commerce Branch.

In this booklet, these programmes are outlined so that all concerned with education in Ontario may know of the many different provisions that our schools can make for helping young people learn to live in a manner that is satisfying to themselves and useful to society. Only in the light of such knowledge can teachers advise, parents guide, or pupils select, with the wisdom that important decisions deserve.

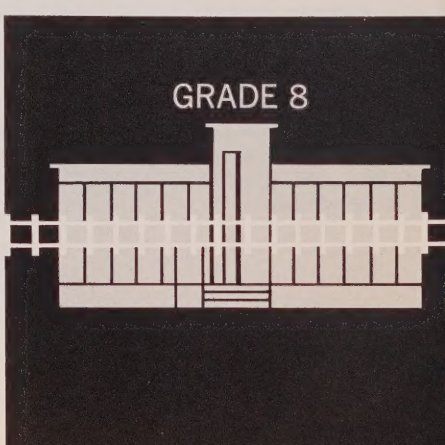
Even in the light of this knowledge, however, it is possible that some of the decisions made carefully and thoughtfully at the end of Grade 8 will have proved unsatisfactory by the end of Grade 9. A boy who enters the Business and Commerce Branch of the secondary school, for example, may experience such changes in his own development that by the end of the year he will find his programme of studies less suited to his needs than the programmes offered in the Science, Technology, and Trades Branch.

The likelihood of such natural changes has been taken into account in the reorganization of secondary education. Under the new plan, the Grade 9 year retains the flexible and exploratory nature that has for many years enhanced its educational effectiveness. It is, therefore, possible for a pupil who successfully completes Grade 9 of a four-year programme or a five-year programme in one Branch to enter Grade 10 of either a five-year programme or a four-year programme in another Branch.

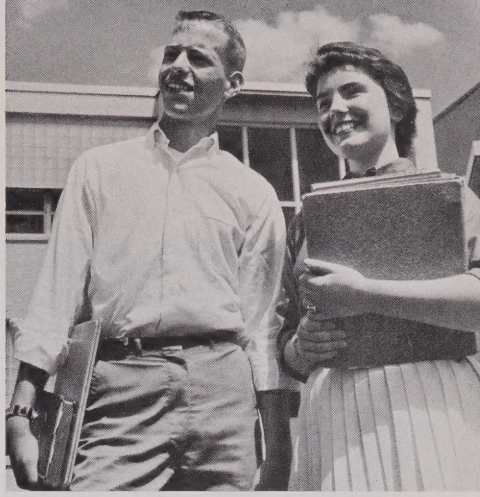
This freedom to transfer from one Branch to another upon successful completion of Grade 9 must be made abundantly clear to every pupil enrolled in Grade 8. Each pupil will be encouraged to make a tentative choice of Branch on entry to Grade 9, just as he now chooses the Commercial Course, the General Course, or the Technical Course in communities where all three courses are conducted. The choice will, of course, be made by the pupil and his parents in the light of all the information that the school can provide about available programmes and on the basis of the most accurate assessment of the pupil's interests, needs and aptitudes that his teacher-counsellor can provide. It will, however, of necessity, be made before he has had the benefit of any actual experience in the Branch to which he is proceeding. Unless he is assured that his decision is not irrevocable, his choice may be simply a negative reaction resulting from his fear of the unknown: he may, for example, select a programme of studies merely because it appears to represent an extension of the kind of school work with which he is already acquainted rather than attempt a more appealing but less familiar programme that would ultimately prove to be of greater value to him.

All of the programmes offer him the opportunity of increasing his understanding of life and deepening his appreciation of our cultural heritage. They differ from each other, however, in the kind of employment for which they afford preparation. In selecting one of them, therefore, the pupil should consider very carefully the kind of work he wishes eventually to undertake in order to earn a living. In considering this matter, he should, of course examine his own interests as revealed in the hobbies he pursues, the books he reads, and the subjects he enjoys discussing. He should also study his record of achievement in curricular and co-curricular activities. If his own assessment of these areas of his life is confirmed by the opinions of his parents and teachers, he might well be justified in assuming that they form a reasonable basis for predicting the kind of vocation in which he would find satisfaction. Although his choice need not be final and he will be under no compulsion to decide upon a specific occupation, he will find it helpful in motivating his own studies if he can determine the general field in which he would like to work. As he prepares to leave the elementary school, he should devote a considerable amount of time to discussing this matter with his parents and his teachers.

Until now, the successful Grade 8 pupil entering secondary school as a candidate for the Secondary School Graduation Dip-



to Secondary School



loma had only three possibilities to consider: he could pursue the programme of studies offered in the General Course, that provided in the Commercial Course, or that conducted in the Technical Course. It has, however, become obvious that the traditional offering of one programme of studies in each of these courses—even with the variations permitted by the choice of certain optional subjects—is not adequate to meet the complex educational requirements that a highly industrialized society must demand of its members in an age of rapidly accelerating change. The offering has, therefore, been broadened, and today, in areas where the new opportunities are available, the young pupil may select from a much larger number of programmes.

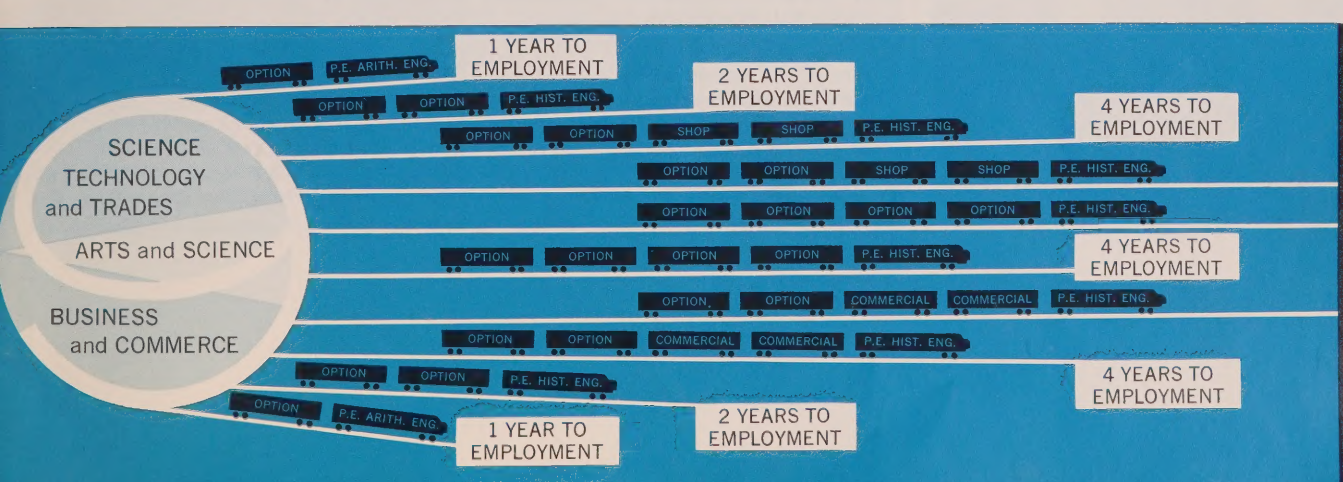
In the past, many pupils left our secondary schools before completing their courses of study because they found too little in the traditional courses to satisfy the needs they felt. They were offered the opportunity to acquire fundamental knowledge and to develop basic skills, but they did not see the application of this knowledge and these skills to the requirements of the prevailing social and economic conditions. They were given practice in developing their powers of critical thinking, but they did not recognize the subjects on which this critical thinking was exercised as being relevant to the problems that were significant to them. They were afforded the chance to strengthen character and to deepen insight, but they found no meaning for their lives in the educational content that made such self-enrichment possible. For a long period of time, our society was able to absorb most of them into remunerative employment. Finding meaning in their activities and protected by a certain measure of economic security, many of them continued their own development outside the schools and are today able to make a valuable contribution to our society.

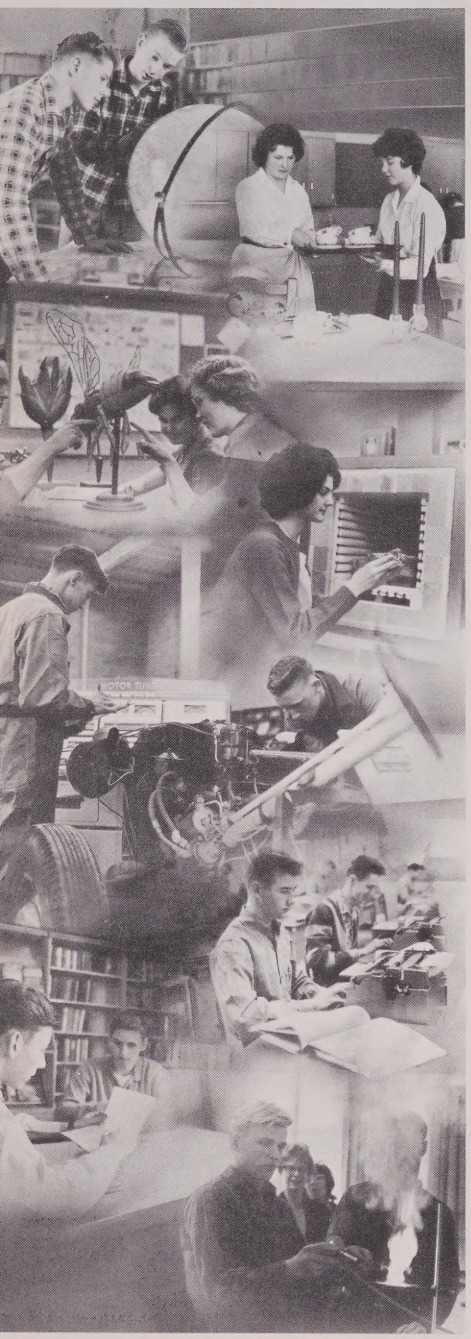
Others left because they found the courses too long or too difficult or because they were unwilling to make the effort that diligent study requires. They, too, were able to find gainful employment.

But now technological changes have made it impossible for a pupil leaving Grades 9, 10, or 11 without a diploma and without a specific skill to find employment that offers any degree of security for the future. Each pupil entering the secondary school must, therefore, endeavour to select a programme of studies that he will pursue successfully to its conclusion. The broad range of subjects encompassed by the wide variety of programmes available under the present reorganization and the obvious relation of many of these programmes to specific areas of occupation should enable almost every graduate of our elementary schools to make such a selection.

The selection begins with the choice of one of the three branches of the secondary school. In the diagram printed below, this choice is represented as a circular switching area on a railwayline. A single track, representing the common course followed by all pupils during the first eight grades of school, leads to this switching area. On arriving at this point, that is, on entering secondary school, the Grade 8 pupil who is promoted is free to move ahead in his educational journey through any one of the three sections marked within the switching area to represent the Science, Technology, and Trades Branch, the Arts and Science Branch, and the Business and Commerce Branch. The programmes that he may choose to follow within the Branch he has selected are indicated as tracks of varying lengths radiating from the switching area and leading directly to employment or to further education. Skirting around the top and the bottom of the switching area are two short tracks representing one-year occupational programmes that do not require the pupil to move through the regular Grade 9.

In any branch, the pupil who has been promoted from Grade 8 may register, for the four-year or the five-year programme,





in the common Grade 9 course. Here, eighty per cent of his time will be devoted to the same subjects that he would study if he had entered either of the other branches. From here, he may proceed to Grade 10 of either the four-year programme or the five-year programme in the branch he has chosen or in the other branches. In any branch, he may enrol in the Grade 9 year of the four-year programme, rather than in the common Grade 9 course, if he is convinced that there is no likelihood of his undertaking the five-year programme. Here he will have the opportunity of exploring an additional optional subject in place of a second language, which is compulsory in the common Grade 9 course. In either the Science, Technology, and Trades Branch or the Business and Commerce Branch, he may enter the Grade 9 year of one of the specially designed two-year programmes, provided that he does not intend to stay at school more than two years.

In addition to these programmes, occupational programmes related to the Science, Technology, and Trades Branch and the Business and Commerce Branch are provided for pupils who experience such serious difficulties with formal educational programmes that they are unable to gain promotion from Grade 8. These pupils may, if their parents agree, accept a transfer from the elementary school once it is clear that their difficulties cannot be remedied by any resources available to the school. Upon admission to an occupational programme, they will spend fifty per cent of their time mastering the skills of service trades or occupations that do not require an extensive period of training. The remainder of their time will be devoted to academic subjects suited to their interests and capabilities. Normally, this will be a one-year programme. Under certain circumstances, however, it may be extended to two years.

Successful pupils—other than those enrolled in these occupational programmes or in the two-year programmes of the Science, Technology, and Trades Branch and the Business and Commerce Branch—may, at the end of Grade 9, transfer to another branch. Pupils who fail by a few marks may repeat Grade 9 or may, at the discretion of the principal, be given the opportunity of attempting Grade 10 of a suitable four-year programme. Those who fail seriously may repeat Grade 9 or may transfer to an occupational programme.

If they have not already indicated whether they intend to follow a four-year or a five-year programme, successful pupils must do so before entering Grade 10. The decision will, of course, rest with them and their parents. It should, however, be made carefully in the light of future plans, examination results, and advice from principals and guidance counsellors.

After Grade 9, the five-year programmes in all three branches are similar in content and difficulty. Eighty per cent of the pupils' time will be devoted to identical work in each of the branches; in many schools, boys and girls from all branches will be sitting in the same classes for this portion of their work. The remainder of their time will be devoted to shopwork, to commercial subjects, or to additional languages or other options, depending upon the branch in which they are enrolled. Upon satisfactory completion of any one of these programmes, that is, with a standing of fifty per cent in each subject, pupils from all branches may enter the common Grade 13 year.

After Grade 9, the four-year programmes, unrestricted by university entrance requirements, differ according to the interests, aptitudes, and vocational needs of the pupils. Upon successful completion of Grade 12, pupils may proceed directly to employment or to one of the special one-year Business, Commercial, Technical, Vocational Art, or Home Economics courses, which are also open to pupils who have completed Grade 11 or 12 of a five-year programme.

Upon successful completion of their programmes pupils will be awarded certificates or diplomas. The intention of earning these awards should motivate their efforts from the moment they enter secondary school.

Courses of Study and Text-books

The reorganization of secondary education in Ontario involves the development of new courses of study for the wide variety of programmes that will, henceforth, be offered to many pupils throughout the Province when they leave the elementary school. These courses of study are being developed as part of the continuing process of curriculum revision by which the Department of Education seeks to keep its courses up to date and in line with the needs of the times. The pupil—whose right and responsibility it is to select from the available programmes the one most appropriate to his needs—should understand the manner in which this ongoing revision proceeds and the way in which the new courses of study offered for his benefit are related to it.

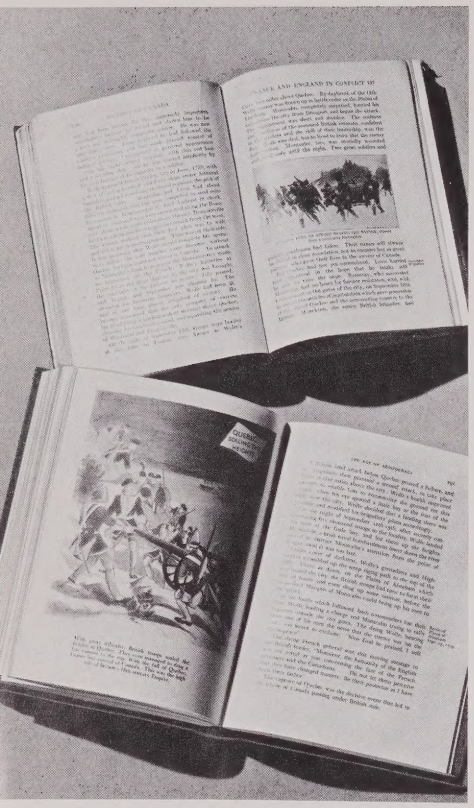
By law, the Minister of Education is responsible for the conduct of the schools, including the provisions of the curriculum. He is empowered by The Department of Education Act to make regulations prescribing the obligatory subjects and optional subjects in Grades 1 to 13 inclusive. He is required by the Act to define the courses of study in the prescribed subjects of Grade 13, but in Grades 1 to 12 inclusive, he *may* (1) define the courses of study, or (2) recommend courses of study for the guidance of teachers, or (3) permit boards and teachers to define the courses to be used with his approval. For curricular purposes, the thirteen grades are divided into four divisions, as shown in the first diagram in this booklet. Grades 1 to 3 form the Primary Division; Grades 4 to 6, the Junior Division; Grades 7 to 10, the Intermediate Division; and Grades 11 to 13, the Senior Division.

To assist the Minister in discharging his responsibility with respect to the curriculum, the Department maintains a Curriculum and Text-Books Branch. The functions of this Branch include supervision of all work within the Department related to curriculum revision; recommendation for final approval of curricular materials, including text-books; and maintenance of contact with local authorities and others interested in curriculum development. In its performance of these functions, the Branch receives assistance from other Departmental officials, including the directors of special subjects, inspectors of elementary and secondary schools, and masters in teachers' colleges.

When it becomes apparent that a new course of study in any subject should be developed or that an existing course should be revised, officials of the Branch arrange to have a committee appointed to study the matter and submit recommendations. The recommendations made by the committee are examined by officials of the Department and are then incorporated in an outline of a course of study that is recommended for approval by the Minister of Education. When approved, the outline is issued to the schools, where it is elaborated by the professional skill of our teachers to provide the kind of experience that pupils must have if the stated aims of the course are to be achieved; that is, experience sufficiently interesting to stimulate, sufficiently clear to guide, and sufficiently rewarding to sustain, the pupil's efforts to develop his understanding, knowledge, and skill.

When the plan for the reorganization of secondary education was proposed, it was evident that some modification of these regular methods of curriculum development was required by the magnitude of the task. At the same time, it was recognized that the sound educational principles underlying these methods must not be forsaken.

Accordingly, a great many special curriculum committees were appointed by the Department of Education to recommend suggestions for adapting existing courses of study and for developing new courses of study. These committees were designed to provide wide representation and to tap the great wealth of experience available throughout Ontario. The initial drafts of their suggestions were developed in consultation with secondary school subject inspectors, who then travelled to various parts of the Province for discus-



sions with educational authorities, trustees, parents, university authorities, and representatives of business, industry, and labour.

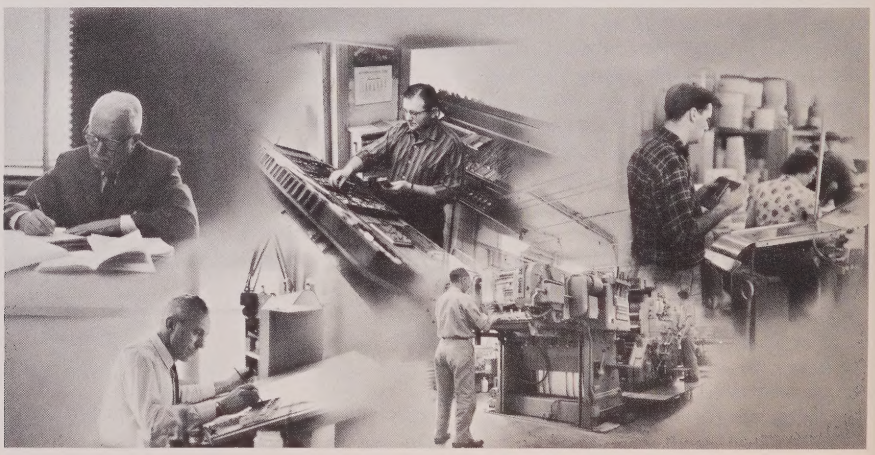
In the light of these discussions, the drafts were revised by the inspectors and in revised form were submitted to the committees for consideration and further revision. They were then mimeographed and are being distributed to the schools, where teachers will undertake the complex professional tasks of developing courses of study from them and of translating those courses into significant experience for their pupils.

The suggestions for developing courses of study for the new programmes are, of necessity, very flexible. Courses for the occupational programmes, for example, cannot be rigid since the employment opportunities available to pupils completing these programmes will vary from community to community, according to the kind of industry established there. The Departmental suggestions should, therefore, be regarded as guides that local curriculum committees may use in developing courses of study appropriate to their needs.

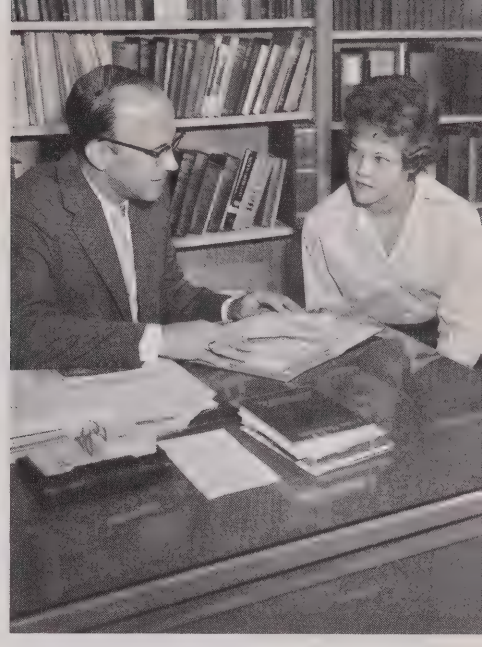
The suggestions are, then, experimental and relate mainly to the new four-year, two-year, and one-year programmes. To help parents, teachers, and pupils understand the general nature of the course, they offer some comment on the work to be done in each grade. They are, however, to be put into effect only in Grade 9 in the school year 1962-1963. In each succeeding year, they will be introduced in a higher grade. After an adequate period of trial, they will be submitted to regular curriculum committees appointed to make recommendations that will lead to the printing of regular courses of study.

To supplement these courses of study, a number of new text-books will be required. As the courses become clarified in use, these books will be developed in accordance with the Departmental policy respecting text-books. This policy requires that in each subject more than one book be approved for use in our schools so that teachers and school boards may select books appropriate to the needs of different classes. It also requires that preference be given to Canadian books if such books are equal in quality to those available from other countries.

As time passes and the years bring more changes in our society, courses of study and text-books will be revised to meet the challenge of change. The new insights provided by advances in scholarly research and the new techniques developed by the graphic arts industry will furnish rich resources from which to draw in the continuing effort to furnish the finest possible education for the pupils in our schools.



Selecting a Programme



The selection of a suitable programme involves careful consideration of a number of factors. Foremost among these are the number of years that a pupil intends to devote to secondary school studies, the kind of employment for which he wishes to prepare himself, and the interests and aptitudes that he possesses.

These three factors are, of course, closely interwoven, and the conclusions resulting from a consideration of any one of them must be examined in relation to the other two. The pupil, for example, whose ambition is to practise dentistry should not select his programme solely on the basis of that ambition. He must decide whether he can afford to spend five years in secondary school as preparation for admission to a university; he must consider whether his real interests include the fields of knowledge and the areas of activity related to, and associated with, dentistry; and he must determine whether he has the necessary aptitude for academic and professional studies.

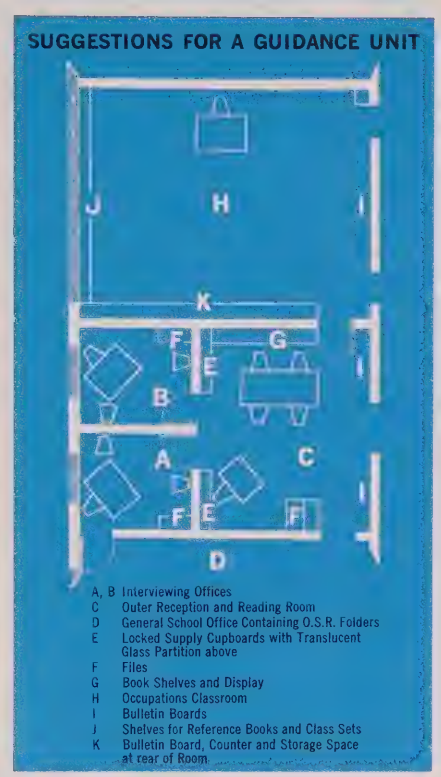
The number of years that a pupil can afford to spend in the secondary school is, naturally, a matter to be determined by him and his parents. Their decision may, however, be influenced by information that the school can supply. On the one hand, parents who could easily permit their child to remain at school for five years after Grade 8 might learn from school records that the child's interest in academic work is so slight that he would derive little benefit from a five-year programme. On the other hand, parents who might experience some difficulty if their child were to remain at school more than two years might learn that the child's outstanding aptitude for academic work warrants their taking special measures to allow him to undertake a longer programme.

The decision as to the kind of employment for which he wishes to prepare is, naturally, one that the child, himself, should make. In doing so, he will, of course, seek advice from his parents. He may also seek information about various educational and vocational opportunities from his teachers. In determining what his real interests are and what specific aptitudes he possesses, he will engage in a process of self-examination. He will also turn again to his parents and his teachers in order to benefit from their observation and understanding of his words, actions, and achievements.

To furnish the pupil and his parents with the information that they may require in order to make these decisions with respect to his future, the schools of Ontario offer Guidance as one of their special services. This service not only enables the pupil to learn about himself, about educational opportunities, and about occupations but also helps him put this information to effective use. To achieve this purpose, Guidance functions as an integral part of the school's programme, utilizing to best advantage the talent of all staff members.

It leans heavily on the knowledge and understanding that parents can supply. Parents of pupils at any grade level are, therefore, urged to visit the school by appointment and to discuss frankly with the principal or Guidance counsellor their hopes, ambitions, and plans for the future of their children. For many of these discussions, the pupil himself should be present, particularly if he has progressed as far as senior secondary school grades, so that all concerned may be aware of the information available and so that there may be no misunderstanding regarding any problem discussed.

In the elementary school, Guidance involves observing, testing, and assessing each pupil and recording on a standard cumulative record folder the information gained through these procedures. It also involves class instruction, individual counselling, and the provision of occupational and educational library materials as methods of furnishing both detailed information about the educational opportunities available in local secondary schools and more general information about the further education required for certain occupations and careers. One of its most important functions is the sponsoring of group meetings at which such information can be conveyed to parents. Another is the arranging of individual conferences during which parents may acquaint teachers with their understanding of their own children and, in turn, be made familiar with the results of the testing, observation, and assessment carried on in the school—results influenced to a great extent by the experience, maturity, skill, and insight of the teacher, the principal, and the guidance worker.



All of these Guidance services in the elementary school are, of course, only aids to the pupil and his parents in their efforts to select a suitable programme from those offered in the secondary school. They do not furnish decisions: they simply provide an important part of the information upon which wise decisions can be based. In no way do they detract from the right and responsibility of the pupil and his parents to make a choice.

Teachers and counsellors, who provide these Guidance services, cannot be expected to indicate what that choice must be, nor can any single test. A series of tests administered over a number of years as part of these services can, however, be most helpful in the assessment of a pupil's capacity, achievement, and interests. The results of such tests, interpreted by qualified persons, should, therefore, be considered when the choice is being made.

In secondary school, the Guidance work begun in the elementary school is continued under the direction of specially trained counsellors whose work is facilitated by the provision of suitable quarters such as those indicated in the floor plan reproduced at the top of this page. These counsellors accept the responsibility of providing authentic, accurate, up-to-date information upon which parents and pupils can rely when the choice of an educational programme must be made.

If this choice has not been made when the student enters Grade 9, it should be made before he enters Grade 10. For this reason, group Guidance and judicious counselling form part of every Grade 9 programme. These services not only increase the pupil's knowledge of himself and of the world of work; they also clarify his understanding of the educational opportunities available in the secondary school.

Most of these opportunities are represented in the diagram on the opposite page. Before a pupil selects the programme that he will undertake, this diagram should be studied and discussed. In it, freedom and direction of movement from one grade to another and from one programme to another are indicated by blue arrows and arrowheads. This freedom is, of course, subject to the provisions indicated in the descriptions of the various programmes contained in the following pages of this booklet.

Before a pupil selects the programme that he will undertake, this diagram should be studied and discussed in the light of the following provisions:

Pupils promoted from an elementary school may freely choose their programme of study, subject to the prescribed arrangements of obligatory and optional subjects.

Where a programme of study is undertaken contrary to the advice of the principal, responsibility must be assumed by the pupil concerned and his parents.

A pupil who has clearly demonstrated inability to meet the requirements of a programme of study may be transferred by the principal to an alternative programme from which he may be expected to derive benefit.

A pupil who has passed in all required subjects of a grade has freedom of choice with regard to the branch and programme for his further studies, subject to the courses available and the requirements for diplomas.

Pupils who desire an education leading to careers in the professions should choose a five-year programme.

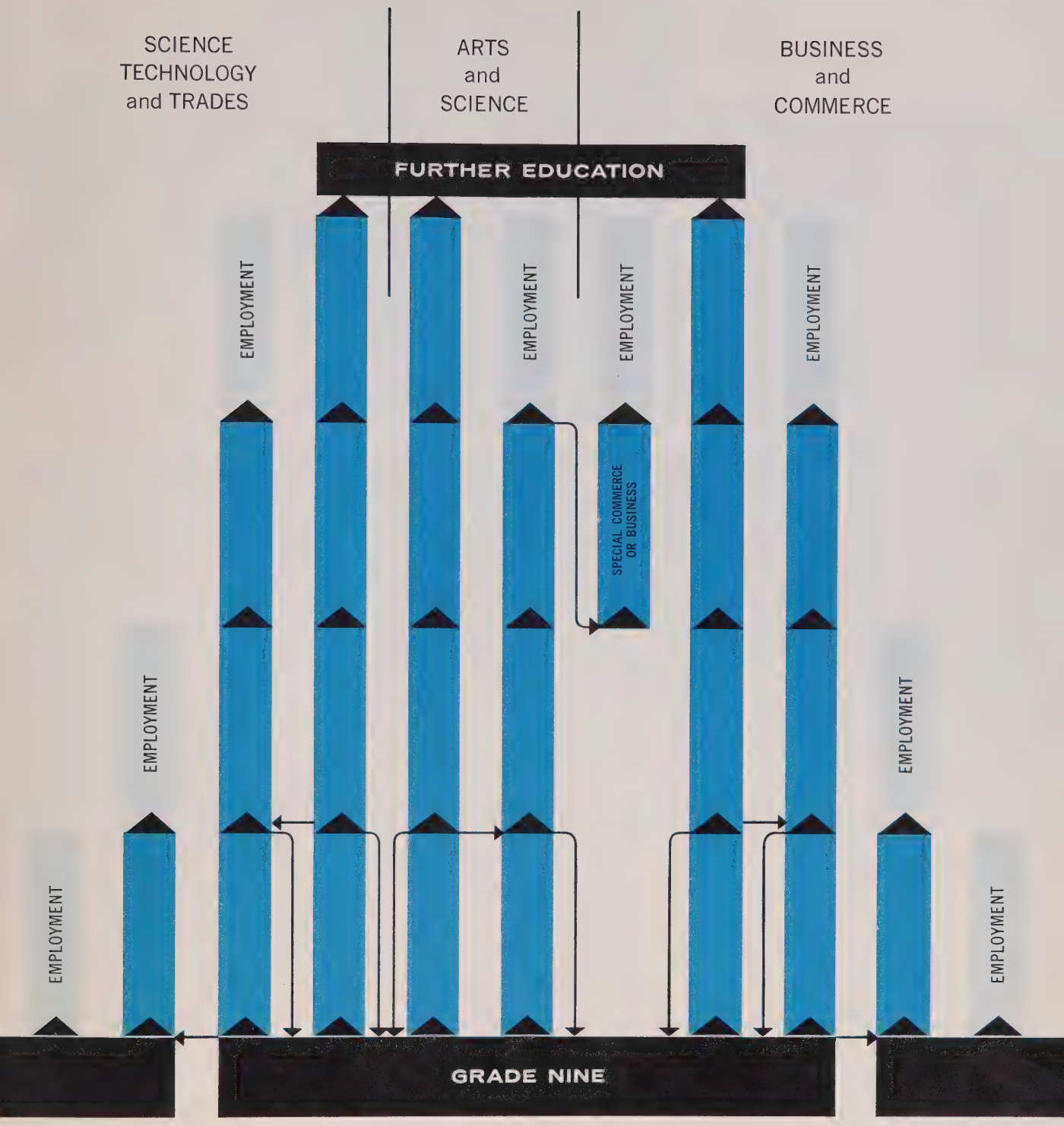
The Secondary School Graduation Diploma obtained on completion of four years in a five-year programme will be designated with the name of the branch. Irrespective of the branches in which they are obtained, these Diplomas will have equivalent value and will provide admission to the common courses in Grade 13 leading to the Secondary School Honour Graduation Diploma. This Honour Diploma will not be designated as belonging to any branch.

The Regulation made under The Nurses' Registration Act (Ref. Memorandum 1961-62:9) which governs admission of candidates to Schools of Nursing has not yet been changed in accordance with the new programmes in secondary schools. Until a change is made, the Secondary School Graduation Diploma which will be issued after June 30, 1966, on completion of four years in a five-year programme of any branch, will be deemed to offer standing equivalent to the Secondary School Graduation Diploma with four options that is now provided in the General Course.

Applicants for admission to the Institutes of Technology after June 30, 1966, will be expected to present the Secondary School Honour Graduation Diploma or the Secondary School Graduation Diploma obtained after four years of successful study in a five-year programme.

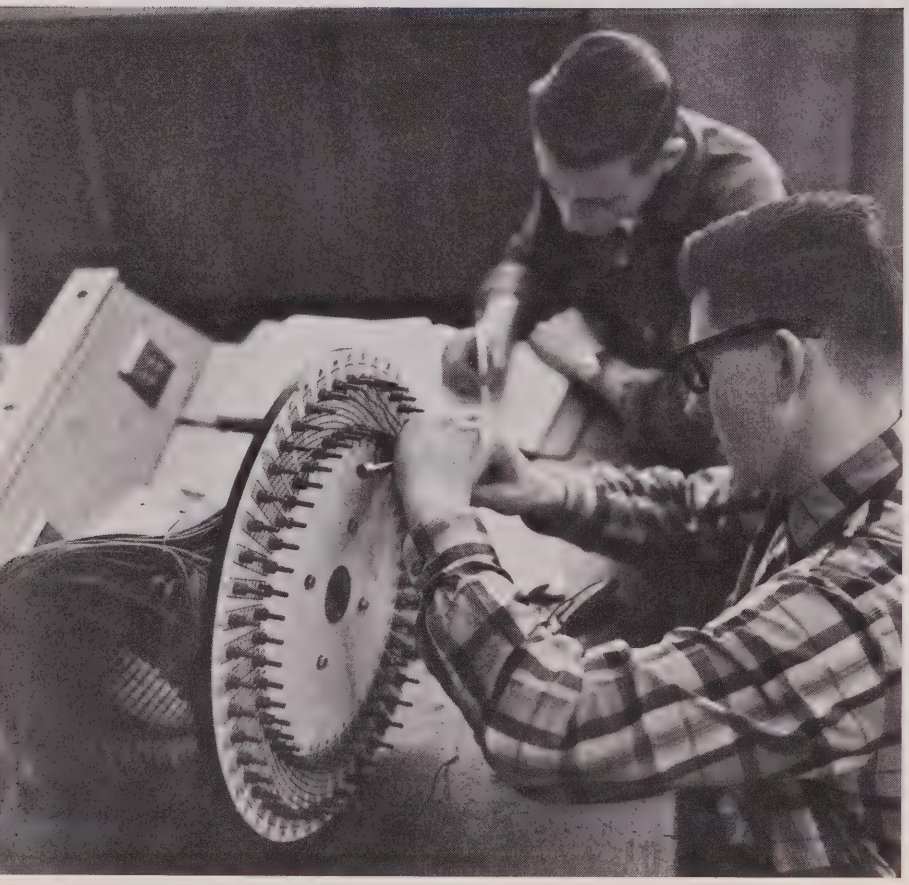
Students of exceptional merit who have obtained the Secondary School Graduation Diploma in a four-year programme may be considered on a highly-selective basis for admission to the institutions named above. However, graduates from a four-year programme should be encouraged to complete also the Grade 12 courses in a five-year programme before they apply for admission to these institutions.

Pupils who wish to become elementary school teachers should proceed through the five-year programme in any branch.


SCIENCE
TECHNOLOGY
and TRADES
ARTS
and
SCIENCE
BUSINESS
and
COMMERCE
FURTHER EDUCATION
EMPLOYMENT
EMPLOYMENT
EMPLOYMENT
EMPLOYMENT
SPECIAL COMMERCE
OR BUSINESS
EMPLOYMENT
EMPLOYMENT
EMPLOYMENT
GRADE NINE

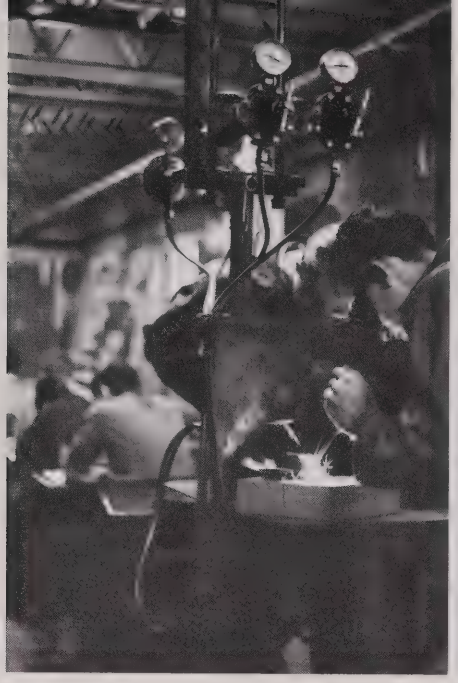
Programmes available in the Science, Technology, and Trades Branch

THIS BRANCH OFFERS OPPORTUNITIES FOR GROWTH IN UNDERSTANDING, KNOWLEDGE, AND SKILL TO THOSE PUPILS WHO ENJOY LEARNING TO DESIGN OR BUILD THE STRUCTURES USED BY OUR SOCIETY, TO MANUFACTURE THE PRODUCTS CONSUMED BY OUR SOCIETY, OR TO CONSTRUCT, INSTALL, OPERATE, OR REPAIR THE MACHINES THAT SERVE OUR SOCIETY.



The Science, Technology, and Trades Branch is designed to provide educational programmes for those pupils who like to apply their knowledge to the solution of practical problems related to material objects. These programmes vary in length from one to five years. In addition to the academic disciplines, they include courses in applied electricity and electronics, auto mechanics, architectural and mechanical drafting, machine shop practice, printing, sheet metal work, home economics, and commercial art. They may be undertaken by young people who wish to pursue engineering studies at a university or technological training at an institute of technology, by young people who are preparing themselves for training in a trade, and by young people who anticipate other occupations that require mechanical skill.

For those pupils who feel that they can profit from five years in a secondary school before seeking employment and for those who wish to prepare themselves for further education beyond the secondary school, the Branch offers a five-year programme, commencing in Grade 9 and proceeding through Grade 13. Pupils may enrol in this programme immediately after successful completion of Grade 8 or they may postpone the decision to do so until after the successful completion of Grade 9. Those who are not successful in Grade 9 may repeat the year in order to qualify for

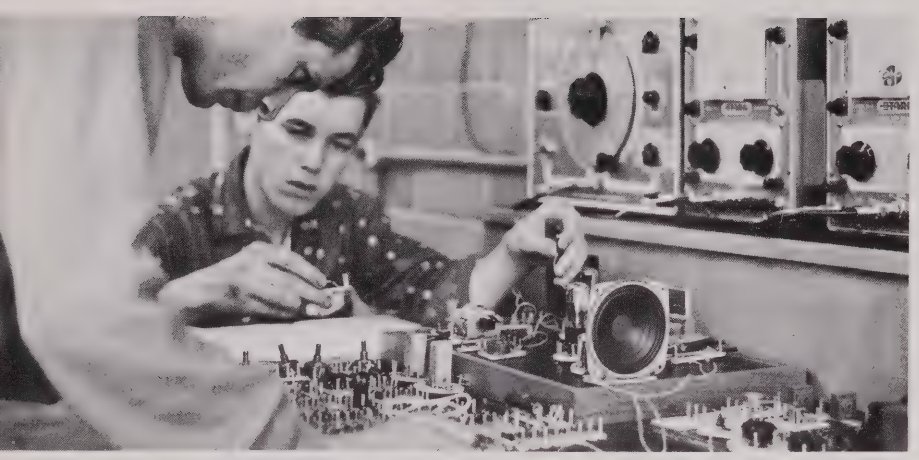


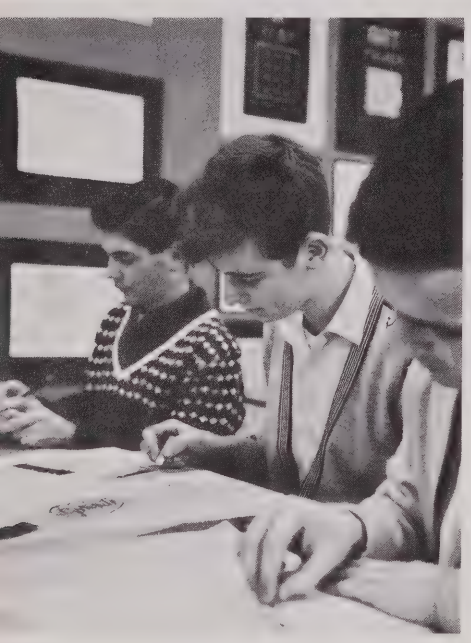
admission to Grade 10 of this programme. Upon successful completion of Grade 12, pupils will be awarded a Secondary School Graduation Diploma. Upon successful completion of Grade 13, they will be awarded a Secondary School Honour Graduation Diploma.

Those pupils who desire to spend only four years in secondary school before seeking employment may complete four years of the five-year programme or they may avail themselves of the opportunities provided by the less rigorous but more flexible four-year programme. Their decision to undertake such a programme may be made after successful completion of Grade 8 or Grade 9. Under certain circumstances, to be determined by the Principal of the school, a pupil who has not achieved complete success in Grade 9 may be permitted to enter Grade 10 of this four-year programme.

In addition to these four-year and five-year programmes, the Branch offers a two-year programme. This programme continues the basic academic education with which pupils have become familiar in elementary school, but emphasizes the rapid acquisition of manual and mechanical skills. By concentrating largely on practical subjects it ensures a considerable measure of motivation and achievement for those pupils whose interest in academic work is slight. It may be undertaken immediately after successful completion of Grade 8 by those pupils who consider the five-year and four-year programmes unsuited to their interests, needs, and aptitudes for formal education. Other pupils, whose experience in Grade 9 convinces them that the longer programmes would not be suited to their interests and abilities, may enter Grade 10 of this programme at the end of Grade 9. Upon successful completion of Grade 10, both groups of students will be awarded certificates. Those pupils who achieve a high degree of success in the second year of this programme and then decide that they would like to attempt a longer programme may transfer to Grade 10 of the four-year programme or, under special circumstances, to Grade 10 of the five-year programme.

This Branch also offers a programme for those pupils who, for various reasons, have experienced serious difficulty with academic work and have, therefore, been unable to complete Grade 8 successfully. If, in the opinions of the Inspector and the Principal of the elementary school, those pupils are likely to gain more from attending a secondary school than from spending another year in Grade 8, they may be offered an opportunity of transferring to the occupations programme provided in this Branch. Here, for one year or, under certain circumstances, for two years, they will concentrate on developing the skills required for various service occupations. Upon successful completion of the programme, they will be awarded a certificate.





CAREER OPPORTUNITIES

Teacher • Engineer • Doctor • Draftsman • Electronic Technologist
Agricultural Specialist • Laboratory Technician • Lawyer • Architect
Clergyman

The five-year programme enables pupils to qualify for admission to university courses or to other courses that require satisfactory completion of Grade 13 studies. For pupils planning careers in fields that emphasize the application of scientific principles to the solution of practical problems, it not only provides the academic requirements for admission to the institutions in which they prepare for such careers but also furnishes an excellent opportunity to study subjects of special interest before entering those institutions. To those who, without intending to continue their formal education beyond the secondary school, desire the advantages of the Grade 13 year, it offers the opportunity of developing specialized knowledge and skill that may be of value in a future vocation.

Pupils who undertake this programme will spend eighty per cent of their time on traditional secondary school subjects—subjects designed to assist their general development in body, mind, and spirit. The rest of their time will be devoted to Technical Subjects or Home Economics in order to promote the growth of specific understanding, knowledge, and skill.

In Grade 9, they will take courses in English, History, Geography, Physical Education, Guidance, Mathematics, Science, French or Special French, and Technical Subjects or Home Economics or Vocational Art. They may, in some schools, take Social Studies rather than History and Geography. Under certain circumstances, they may substitute another Technical Subject for French.

By the end of Grade 9, they will know whether they intend to transfer to another programme or remain in the five-year programme. The need for group Guidance will, therefore, have diminished, and the time that was given to it in Grade 9 will be added to the time devoted to the other subjects in Grade 10. These subjects are English, History, Geography, Physical Education, Mathematics, a second language, and Shop Work subjects or Home Economics, or Vocational Art.

After Grade 10, many pupils develop special interests in certain academic subjects. In Grades 11 and 12, therefore, the number of obligatory subjects is reduced: only English, History, Physical Education, and Technical Subjects or Home Economics or Vocational Art are required. This reduction permits pupils to nourish their special interests by selecting from Mathematics, Science, Geography, French or Special French, Latin, German, Spanish, Italian, Russian, and Greek three subjects that appeal to them.

In Grade 13, pupils select from the traditional academic offerings common to all three branches those subjects that are required for admission to institutions providing further education or that will be of value if they proceed immediately to employment.

The four-year programme enables pupils with special aptitude for Technical Subjects, Vocational Art, or Home Economics to take specialized instruction in one of these subjects as preparation for employment in fields in which these studies have direct practical value. It also affords them an opportunity to develop their general understanding, knowledge, and skill through courses planned to provide for their particular interests and needs.

Pupils who undertake this programme will begin by spending eighty per cent of their time on traditional secondary school subjects. As they proceed to higher grades, these studies will receive less emphasis, and the time spent on practical subjects will increase.

In Grade 9, they will take courses in English, History, Geography, Physical Education, Mathematics, French or Special French, Guidance, and Home Economics or Vocational Art or Technical Subjects, including Agricultural Shop Work. They may, in some schools, take Social Studies rather than History and Geography. Under certain circumstances, they may take an additional technical subject in place of French.

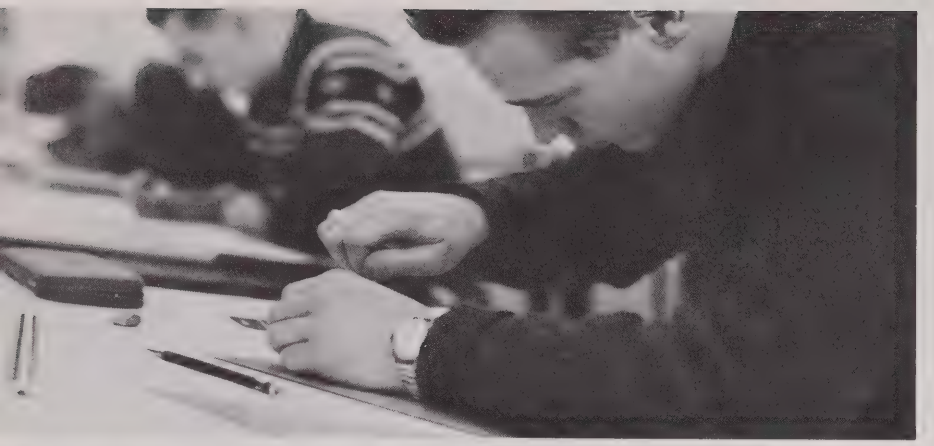
By the end of Grade 9, they will be familiar with the opportunities available in their school and they will know whether they intend to transfer to another programme or remain in the four-year programme. The need for group Guidance will, therefore, have diminished, and the time that was assigned to it in Grade 9 will be applied to the other subjects in Grade 10. These subjects are English, History, Geography, Physical Education, Mathematics, Science, Technical Subjects or Home Economics or Vocational Art, and one optional subject. The optional subject may be selected from a number of Commercial subjects or from the following: Art (for pupils not taking Vocational Art), Music, Agriculture, French or Special French, Latin, German, Spanish, Italian, Russian, Greek. It may, if facilities permit, take the form of additional time in Shop Work subjects or Home Economics or Vocational Art.

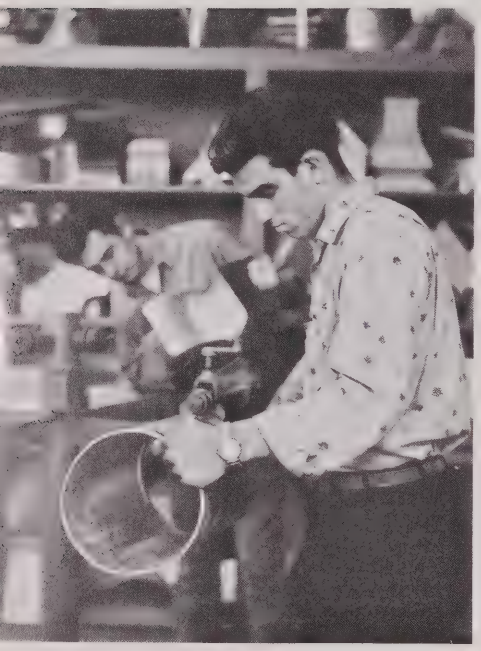
After Grade 10, many pupils are ready for more intensive training in the field of study most directly related to the kind of employment for which they are preparing. In Grades 11 and 12, therefore, the time devoted to Technical Subjects or Home Economics or Vocational Art is increased, and courses in Drafting are added to the Technical Subjects. To avoid the weaknesses of narrow specialization, however, pupils take courses in English, History (in Grade 11), Economics (in Grade 12), Physical Education, Mathematics, Science, and one of the optional subjects named in the preceding paragraph.

Upon satisfactory completion of Grade 12, pupils may proceed directly to employment or they may enter one of the special one-year courses in Business, Commercial Work,

VOCATIONAL OPPORTUNITIES

Electrical Technician • Electronic Technician • Printer's Assistant
Commercial Artist





EMPLOYMENT OPPORTUNITIES

Sales Clerk • Nursery School Assistant
Mail Carrier • Food-Processing Assistant

Technical Subjects, Home Economics, and Vocational Art.

The two-year programme enables pupils, at least fourteen years of age, who intend to spend only two years in secondary school to take instruction in subjects of immediate practical value in obtaining employment for which this period of time permits sufficient preparation. It also offers them an opportunity of undertaking an effective, albeit limited, study of basic general subjects through courses specially adapted to suit their particular interests, needs, and aptitudes.

Pupils who receive permission to enter this programme will spend from forty to fifty per cent of their time on subjects designed to assist them in acquiring skills that will be of value in certain areas of business and industry. The rest of their time will be devoted to developing the basic understanding, knowledge, and skill that the traditional academic subjects can furnish.

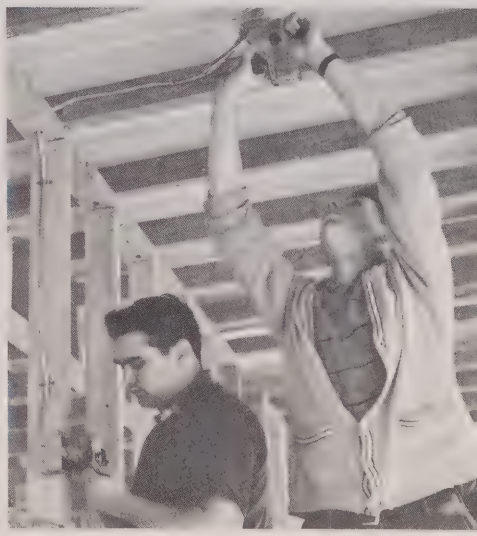
In both Grade 9 and Grade 10, they will take courses in English, History and Geography, Science, Mathematics, Guidance (Grade 9), and Physical Education. In addition, they will receive training in subjects that represent adapted treatment of fundamental parts of the four-year programme.

Upon completion of either one or two years of the programme, pupils who have achieved outstanding success may transfer to the four-year programme.

The one-year occupations programme offers the advantages of the specialized facilities of the secondary school to pupils whose difficulties with formal educational programmes prevent them from gaining promotion to Grade 9. To these pupils, it affords an opportunity to enjoy the benefits of the practical training for employment that such facilities make possible. At the same time, it enables them to proceed with their study of academic subjects in courses specially designed to provide for their particular interests, needs, and aptitudes.

Pupils who are permitted to transfer to this programme from Grade 8 will spend one-half of their time on traditional secondary school subjects that will encourage their general development in body, mind, and spirit. The other half of their time will be devoted to acquiring skills that will prepare them for employment in various service trades or occupations.

They will take courses in English, Library Science, Guidance, History and Geography, Mathematics, Physical and Health Education. These subjects, rather than being presented as isolated disciplines, are correlated so as to illuminate each other and thereby facilitate learning. During an English lesson, for example, pupils may study the structure of a paragraph that explains a certain problem in History or develops a principle of Guidance: the study of one subject thus reinforces the others.



In addition to taking these specially constructed courses in academic subjects, pupils will have the opportunity of taking such optional subjects as Home Economics, Science, Music, and Art. They will also participate in a number of activities related to the employment opportunities that exist in their community. Depending upon the school that they attend, they may find it possible to receive training in any of the following: agriculture, automobile servicing, building construction, child care, dry cleaning and pressing, electrical appliances servicing, factory assembly work and inspection, gardening services, hairdressing, home mechanics, hospital services, household services, masonry, merchandising, office routine, painting and decorating, plumbing, restaurant services and food processing, sewing, sheet metal work, sign painting, small gasoline engine servicing.

Many of these activities may be conducted in a special occupational shop that provides the space and facilities for simulating actual working conditions by furnishing such realistic settings as a small modern restaurant or an attractive store. Some may be practised in the regular shops or in the other areas traditionally allocated to certain optional subjects in the secondary school. Some of the instruction in automobile servicing, for example, may be given in the Automobile-Mechanics Shop, and activities related to home management, family relationships, nutrition, clothing, child care, and money management may be carried on in the Home Economics Room.

In some schools, pupils may find that their training is extended from the school into actual employment situations by means of a work-experience programme arranged by the coordinating teacher working in cooperation with local merchants, tradesmen, businessmen, and municipal leaders. Those who enjoy the benefits of such a programme will find themselves able to gain valuable experience by working, under school supervision, on a part-time basis that will not displace any employees. This experience will assist them in developing social skills and beneficial attitudes toward work. It will enable them to gain a first-hand knowledge of working conditions and will help them understand the importance of punctuality, regular attendance, good grooming, and sound human relations. Together with their other activities and studies, it will encourage them to achieve the self-understanding that must precede self-realization.

Throughout the entire occupations programme, which may be extended to two years if local conditions warrant such extension, pupils will receive the advantages of sympathetic, small-group instruction. These advantages, enhanced by the high degree of flexibility in content and arrangement of courses and of topics within courses, are almost certain to assure them of a profitable and satisfying experience in the secondary school.

OCCUPATIONAL OPPORTUNITIES

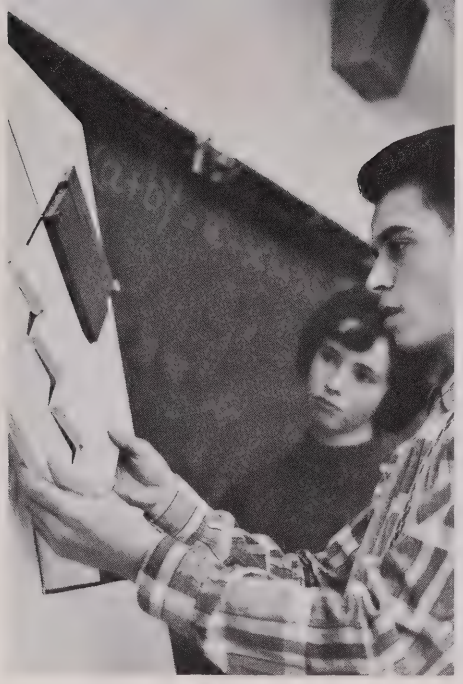
Carpenter • Plumber • Bricklayer
Electrical Appliance Serviceman
Small Engine Serviceman • Sales Clerk
Waiter or Waitress

Programmes available in the Arts and Science Branch

THIS BRANCH OFFERS OPPORTUNITIES FOR GROWTH IN UNDERSTANDING, KNOWLEDGE, AND SKILL TO THOSE PUPILS WHO LIKE TO STUDY THE BASIC PRINCIPLES UNDERLYING THE ACTIVITIES OF OUR SOCIETY OR TO WORK WITH THE WORDS OR NUMBERS BY WHICH OUR SOCIETY EXPRESSES, RECORDS AND COMMUNICATES ITS IDEAS, ACHIEVEMENTS, AND ASPIRATIONS.

The Arts and Science Branch is designed to provide two educational programmes for those pupils who like to apply their knowledge to the solution of problems in mathematics, science, history, geography, language, composition, and literature, even when there appears to be no practical application of the solutions they develop. Both the four-year programme and the five-year programme in this Branch include courses in the academic disciplines that are taught in the Science, Technology, and Trades Branch. In place of the highly specialized technical and commercial subjects that are obligatory in those branches, however, they offer a variety of optional subjects.

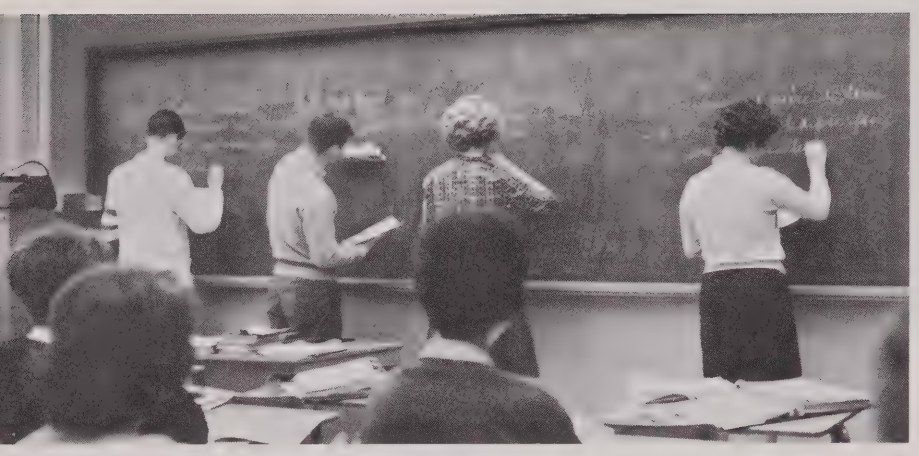
These programmes should be undertaken by young people who wish to proceed to further education beyond the secondary school in order to prepare themselves for careers in architecture, dentistry, education, engineering, fine art, forestry, journalism, library science, medicine, music, pharmacy, nursing, scientific research, theology, and other fields for which advanced academic and professional training is required. They should be undertaken, also, by young people who want a broad general education before attempting to develop a specific skill in a special one-year senior commercial or technical course or before entering a field of employment that provides its own training in the application of the verbal or mathematical abilities that they have developed.

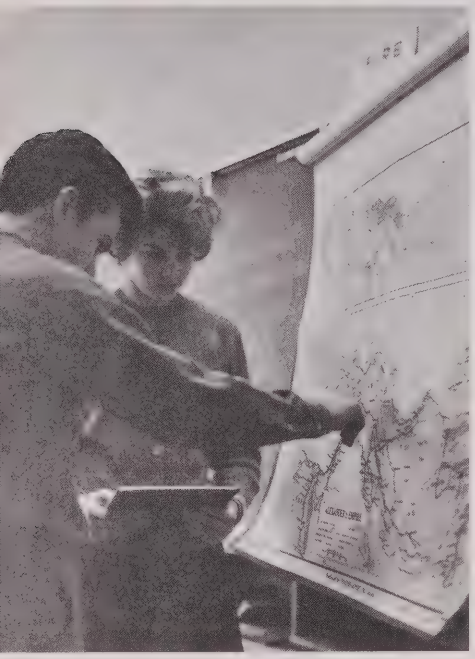


For those pupils who feel that they can profit from five years in a secondary school before seeking employment and for those who wish to prepare themselves for further education beyond the secondary school, the Branch offers a five-year programme, commencing in Grade 9 and proceeding through Grade 13. Pupils may enrol in this programme immediately after successful completion of Grade 8 or they may postpone the decision to do so until after the successful completion of Grade 9. Those who are not successful in Grade 9 may repeat the year in order to qualify for admission to Grade 10 of this programme. Upon successful completion of Grade 12, pupils will be awarded a Secondary School Graduation Diploma. Upon successful completion of Grade 13, they will be awarded a Secondary School Honour Graduation Diploma.

Those pupils who desire to spend only four years in secondary school before seeking employment may complete four years of the five-year programme or they may avail themselves of the opportunities provided by the less rigorous but more flexible four-year programme. Their decision to undertake such a programme may be made after successful completion of Grade 8 or Grade 9. Under certain circumstances, to be determined by the Principal of the school, a pupil who has not achieved complete success in Grade 9 may be permitted to enter Grade 10 of this four-year programme.

In some of the schools in which it is the only branch operating, the Arts and Science Branch also offers the two-year programme that would normally be offered in the Science, Technology, and Trades Branch and in the Business and Commerce Branch. This programme continues the basic academic education with which pupils have become familiar in elementary school, but emphasizes the rapid acquisition of manual and mechanical skills. By concentrating largely on practical subjects it ensures a considerable measure of motivation and achievement for those pupils whose interest in academic work is slight. It may be undertaken immediately after successful completion of Grade 8 by those pupils who consider the five-year and four-year programmes unsuited to their interests, needs, and aptitudes for formal education. Other pupils, whose experience in Grade 9 convinces them that the longer programmes would not be suited to their interests and abilities, may enter Grade 10 of this programme at the end of Grade 9. Upon successful completion of Grade 10, both groups of students will be awarded certificates. Those pupils who achieve a high degree of success in the second year of this programme and then decide that they would like to attempt a longer programme may transfer to Grade 10 of the four-year programme or, under special circumstances, to Grade 10 of the five-year programme.





CAREER OPPORTUNITIES

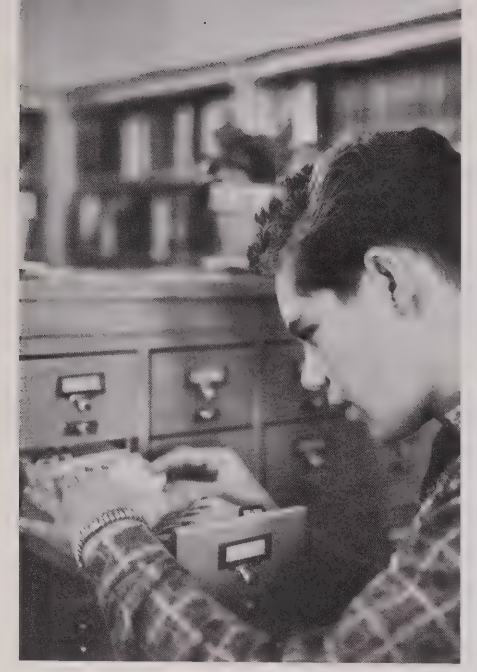
Teacher • Lawyer • Doctor • Engineer
Architect • Clergyman • Nurse
Accountant • Laboratory Technician
Journalist

The five-year programme enables pupils to qualify for admission to university courses or to other courses for which satisfactory completion of Grade 13 studies is required. For pupils seeking careers that do require further education after graduation from secondary school, it furnishes the specific academic background required by the institutions that provide such education; at the same time, it also affords an opportunity to explore areas of study that are not necessarily related to the particular careers being contemplated. To those who do not intend to continue their formal education beyond the secondary school, it offers the advantage of a prolonged period of intensive study of the traditional academic disciplines as a basis from which they can proceed to fields of employment that provide, through experience and in-service training, their own opportunities for the development of the specific knowledge and skill required.

Pupils who undertake this programme will devote eighty per cent of their time to studies and activities that foster the development of physical and mental powers and nourish the human spirit. During the rest of their time, they will be able to explore a number of optional subjects—some of practical value, others of a purely cultural nature—designed to enhance the advantages of their basic work.

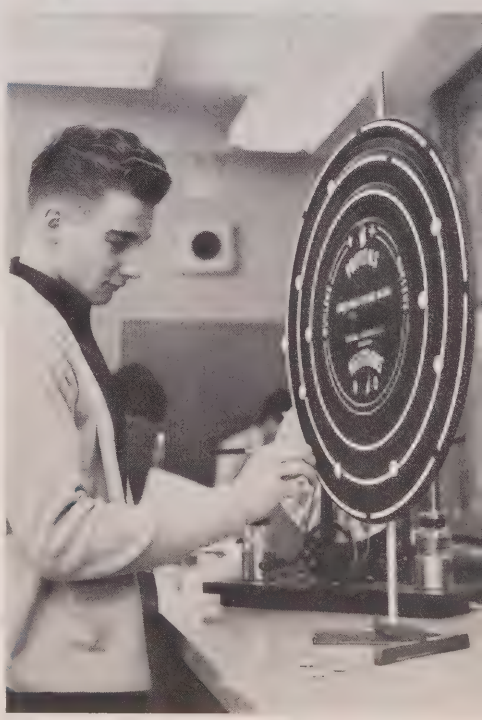
In Grade 9, they will take courses in English, History, Geography, Physical Education, Mathematics, Science, French or Special French, and Guidance. They may, in some schools, take Social Studies rather than History and Geography. Under certain circumstances, they may take another subject in place of French, if they do not intend to seek admission to a university. In addition to these obligatory courses, they will select one or two courses from the following optional subjects: Latin, Art or Music, Industrial Arts or Technical Subjects, Home Economics, Agriculture, Business Practice or Typewriting.

By the time that they have completed Grade 9, they will be familiar with the opportunities available to them in their school and they will know whether they intend to transfer to another programme or remain in the five-year programme. The need for group Guidance will, therefore, have diminished, and the time that was devoted to it in Grade 9 will be added to the time given to the other subjects in Grade 10. These subjects are English, History, Geography, Physical Education, Mathematics, Science, a second language, and one or two of the following: Art or Music, Industrial Arts or Technical Subjects, Home Economics, Agriculture, Business Practice or Typewriting, French or Special French, Latin, German, Greek, Spanish, Italian, Russian. Pupils who did not take French in Grade 9 must commence the study of a second language. In selecting from the optional



subjects, they will, of course, be guided by the realization that their choice will, to some extent, determine the options that will be available to them in Grades 11 and 12; it would, for example, be impossible to undertake the Grade 11 course in Music without the preparation provided by the Grade 10 course in that subject.

After Grade 10, many pupils find special interests in certain academic subjects. In Grades 11 and 12, therefore, the number of obligatory subjects is reduced, and a more complex pattern of optional subjects is presented. This arrangement permits pupils to develop their interests by choosing either four or five optional subjects of special appeal. At the same time, it enables them to avoid the limitations of narrow academic specialization at too early an age. Of the four or five optional subjects that they study, three, four, or five will be selected from Mathematics, Science, Geography, French or Special French, Latin, German, Greek, Spanish, Italian, Russian; one or two may be selected from Commercial Work, Industrial Arts or Technical Subjects, Home Economics, Art or Music, Agriculture. Under certain circumstances, pupils whose future work would be aided by the arrangement may be permitted to substitute for one of these optional subjects another subject offered in the Science, Technology, and Trades Branch or in the Business and Commerce Branch.



In selecting their optional subjects, pupils will, of course, be guided by the requirements of their plans for the future and by the degree of ease with which they progress in their studies. Those proceeding to university should, for example, continue in Grades 11 and 12 the study of a language other than English. Those who experience little difficulty with academic studies should not limit themselves to the minimum requirement of four optional subjects.

Upon successful completion of Grade 11 or upon graduation from Grade 12, pupils who have passed in any combination of subjects permitted under the pattern of options outlined above are offered six different opportunities. They may proceed to the next grade in the five-year programme or they may enter one of the following special one-year courses: Business, Commercial Work, Technical Subjects, Home Economics, and Vocational Art.

In Grade 13, pupils select from the traditional academic offerings common to all three branches those subjects that are required for admission to institutions providing further education or that will be of value if they proceed immediately to employment.

The four-year programme enables pupils to emphasize academic rather than technical or commercial studies in their preparation for admission to one of the special one-year

courses that provide specific training for employment. To pupils who do not intend to continue their formal education after Grade 12, it furnishes the opportunity of acquiring a suitable background for immediate entry to those areas of employment that require a sustained period of academic study—less rigorous but more flexible than that provided by the five-year programme—as a foundation for the specialized training or experience that they themselves provide.

Pupils who undertake this programme will begin by devoting eighty per cent of their time to studies and activities that foster the development of physical and mental powers and nourish the human spirit. During the rest of their time, they will be able to explore a number of optional subjects—some of practical value, others of a purely cultural nature—designed to enhance the advantages of their basic work. As they proceed to higher grades, the number of obligatory subjects will be reduced in order to provide maximum freedom in selecting the optional subjects that they consider most interesting or useful. Throughout the programme, the traditional academic subjects are available in courses specially planned to yield satisfaction and success to pupils who consider the conventional courses in those subjects unsuited to their interests, needs, or aptitudes.

In Grade 9, they will take courses in English, History, Geography, Physical Education, Mathematics, Science, French or Special French, and Guidance. They may, in some schools, take Social Studies rather than History and Geography. Under certain circumstances, they may take another subject in place of French, if they do not intend to transfer to a five-year programme in order to seek admission to a university. In addition to these obligatory subjects, they will select one or two of the following optional subjects: Latin, Art or Music, Industrial Arts or Technical Subjects, Home Economics, Agriculture, Business Practice or Typewriting.

By the end of Grade 9, they will know whether they intend to transfer to another programme or remain in the four-year programme. The need for group Guidance will, therefore, have diminished, and the time that was assigned to it in Grade 9 will be applied to the time devoted to the other subjects in Grade 10. These subjects are English, History, Geography, Physical Education, and either four or five of the following: Mathematics, Science, French or Special French, Latin, German, Greek, Spanish, Italian, Russian, Agriculture, Industrial Arts or Technical Subjects, Home Economics, Art, Music, Commercial subjects, Distributive Education. In selecting from the optional subjects, they will, of course, be guided by the realization that their choice will, to some extent, determine the options that will be available to them in Grades 11 and 12; it would, for example,

be impossible to undertake the Grade 11 course in Art without the preparation provided by the Grade 10 course in that subject.

After Grade 10, the number of obligatory subjects is still further reduced. In Grade 11, only English, History, and Physical Education are required; in Grade 12, only English, Economics, and Physical Education. In both these grades, pupils will select either four or five of the following options: Mathematics, Science, Geography, French or Special French, Latin, German or Spanish or Italian or Russian or Greek, Agriculture, Industrial Arts or Shop Work, Home Economics, Art, Music, Business Law or Commercial subjects or Distributive Education, and other subjects, depending upon the school. The optional subjects chosen at the beginning of Grade 11 should normally be continued in Grade 12; with the approval of the Principal, however, a pupil may complete one option in Grade 11 and select another option to be completed in Grade 12.

In determining which of the optional subjects to select, pupils will, of course, be guided by the requirements of the field of employment they intend to enter and by the degree of ease with which they progress in their work. Those who experience little difficulty with the programme should take full advantage of the opportunity to study five optional subjects and not restrict themselves to the minimum requirement of four.

Upon successful completion of Grade 12, pupils who have passed in any combination of subjects permitted under the pattern of options outlined in the preceding paragraphs may enter one of the following special one-year courses: Business, Commercial Work, Technical Subjects, Vocational Art or Home Economics.

In addition to the five-year and four-year programmes outlined above, the Arts and Science Branch of some schools offers a two-year programme. This programme is designed for pupils at least fourteen years of age who have been promoted from elementary school and who declare, with their parents' concurrence, that they plan to leave school for employment in two years. In both Grade 9 and Grade 10, pupils who undertake this programme will take specially adapted courses in English, History and Geography, Science, Mathematics, Guidance, Physical Education, and subjects of immediate practical value as preparation for employment after two years in a secondary school. The academic subjects will not be presented in the traditional fashion: they will be modified to suit particular interests, needs, and aptitudes, and they will be correlated to facilitate learning. The number and nature of the practical subjects will vary from school to school, depending upon the employment opportunities available in the community.

VOCATIONAL OPPORTUNITIES

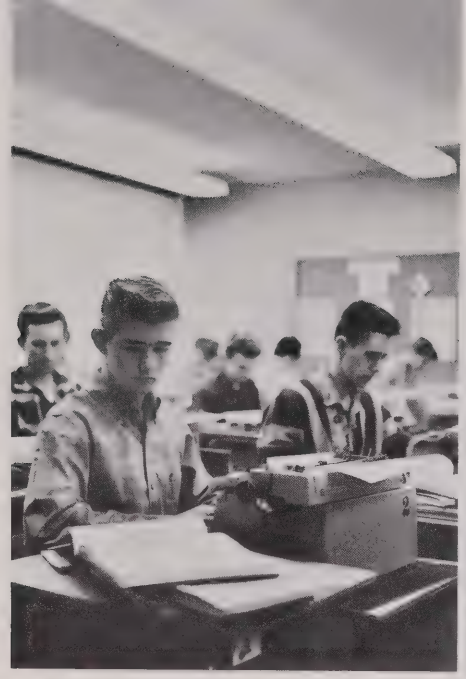
Library Assistant • Store Clerk
Office Clerk

Programmes available in the Business and Commerce Branch

THIS BRANCH OFFERS OPPORTUNITIES FOR GROWTH IN UNDERSTANDING, KNOWLEDGE, AND SKILL TO PUPILS WHO WISH TO STUDY ECONOMIC PRINCIPLES; TO EXAMINE THE PROCEDURES BY WHICH SOCIETY CONTROLS, ADVERTISES, DISTRIBUTES, AND ACCOUNTS FOR ITS GOODS AND SERVICES; OR TO LEARN HOW TO INITIATE, GUIDE, INTERPRET, OR RECORD THOSE PROCEDURES.

The Business and Commerce Branch is designed to provide educational programmes for those pupils who like to apply their knowledge to the solution of problems related to the transacting of business. These programmes vary in length from one to five years. In addition to the academic disciplines, they include courses in accounting, secretarial science, data processing, distributive procedures, and investment practices. They should be undertaken by pupils who will, upon graduation, seek further education as preparation for careers in professional accounting, business administration, education, engineering, law, merchandising, and economic research; by pupils preparing for employment that may, in time, bring managerial or executive responsibility; and by pupils who anticipate occupations requiring clerical, stenographic, or computational skill.

For those pupils who feel that they can profit from five years in a secondary school before seeking employment and for those who wish to prepare themselves for further education beyond the secondary school, the Branch offers a five-year programme, commencing in Grade 9 and proceeding through Grade 13. Pupils may enrol in this programme immediately after successful completion of Grade 8 or they may postpone the decision to do so until after the successful completion of Grade 9. Those who are not successful in Grade 9 may repeat the

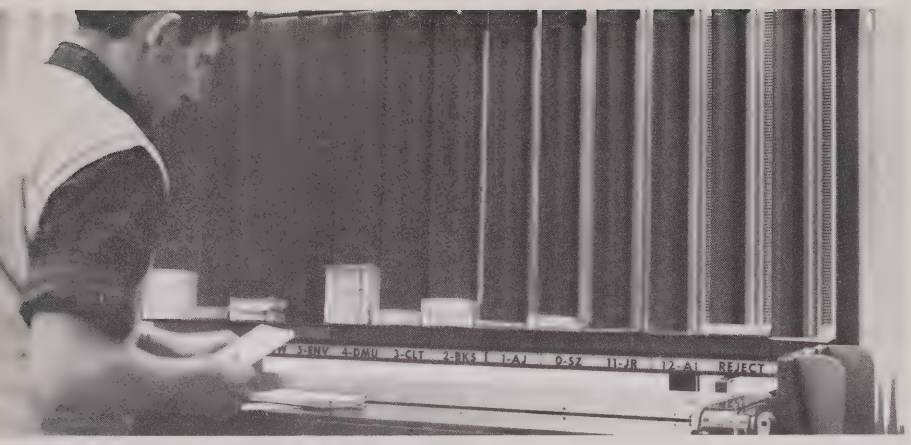


year in order to qualify for admission to Grade 10 of this programme. Upon successful completion of Grade 12, pupils will be awarded a Secondary School Graduation Diploma. Upon successful completion of Grade 13, they will be awarded a Secondary School Honour Graduation Diploma.

Those pupils who desire to spend only four years in secondary school before seeking employment may complete four years of the five-year programme or they may avail themselves of the opportunities provided by the less rigorous but more flexible four-year programme. Their decision to undertake such a programme may be made after successful completion of Grade 8 or Grade 9. Under certain circumstances, to be determined by the Principal of the school, a pupil who has not achieved complete success in Grade 9 may be permitted to enter Grade 10 of this four-year programme.

In addition to these four-year and five-year programmes, the Branch offers a two-year programme. This programme continues the basic academic education with which pupils have become familiar in elementary school, but emphasizes the rapid acquisition of manual and mechanical skills. By concentrating largely on practical subjects it ensures a considerable measure of motivation and achievement for those pupils whose interest in academic work is slight. It may be undertaken immediately after successful completion of Grade 8 by those pupils who consider the five-year and four-year programmes unsuited to their interests, needs, and aptitudes for formal education. Other pupils, whose experience in Grade 9 convinces them that the longer programmes would not be suited to their interests and abilities, may enter Grade 10 of this programme at the end of Grade 9. Upon successful completion of Grade 10, both groups of students will be awarded certificates. Those pupils who achieve a high degree of success in the second year of this programme and then decide that they would like to attempt a longer programme may transfer to Grade 10 of the five-year programme.

This Branch also offers a programme for those pupils who, for various reasons, have experienced serious difficulty with academic work and have, therefore, been unable to complete Grade 8 successfully. If, in the opinions of the Inspector and the Principal of the elementary school, those pupils are likely to gain more from attending a secondary school than from spending another year in Grade 8, they may be offered an opportunity of transferring to the occupations programme provided in this Branch. Here, for one year or, under certain circumstances, for two years, they will concentrate on developing the skills required for various service occupations. Upon successful completion of the programme, they will be awarded a certificate.



CAREER OPPORTUNITIES

Teacher • Engineer • Private Secretary
Accountant • Agricultural Specialist
Laboratory Technician • Lawyer
Clergyman • Architect • Doctor

The five-year programme enables pupils to qualify for admission to a course leading to a university degree or to other courses for which the successful completion of Grade 13 studies is required. For pupils seeking careers in business administration, it provides the academic requirements for admission to the institutions in which they prepare for such careers; it also affords an early opportunity to study subjects related to the careers they anticipate. To those who wish to have the advantages of the Grade 13 year as a preparation, not for further education, but for immediate employment, it offers the opportunity of acquiring specialized knowledge and skill.

Pupils who undertake this programme will spend eighty per cent of their time on traditional secondary school subjects that will promote their general development in body, mind, and spirit. The rest of their time will be devoted to Business and Commerce subjects so that they may gain additional understanding, knowledge, and skill of a more specific nature.

In Grade 9, they will take courses in English, History, Geography, Physical Education, Guidance, Mathematics, Science, French or Special French, and Commercial subjects. They may, in some schools, take Social Studies rather than History and Geography. Under certain circumstances, they may, with their parents' consent, take another subject in place of French, if they do not intend to seek admission to a university.

Upon completion of Grade 9, they will know the opportunities available to them in their school. The need for group Guidance will, therefore, have diminished, and the time that was assigned to it in Grade 9 will be applied to the other subjects in Grade 10. These subjects are English, History, Geography, Physical Education, Mathematics, a second language and Business and Commerce subjects. Pupils without French must commence the study of a second language.

After Grade 10, many pupils find special interests in certain academic subjects. In Grades 11 and 12, therefore, the number of obligatory subjects is reduced: only English, History, Physical Education and Business and Commerce subjects are required. This reduction permits pupils to develop their particular interests by selecting from Mathematics, Science, Geography, French or Special French, Latin, German, Spanish, Italian, Russian, and Greek three subjects that appeal to them. Those proceeding to university should select a language.

In Grade 13, pupils may select from the traditional academic offerings common to all three branches those subjects that are required for admission to institutions providing further education or that will be of value if they proceed immediately to employment. They may also take advanced work in Business and Commerce subjects.

The four-year programme makes it possible for pupils with special aptitudes for business and commercial subjects to take intensive training in these subjects as preparation for positions in offices, stores, and other places of employment that require such training. In addition, it offers them an opportunity to develop their general understanding, knowledge, and skill by studying academic subjects presented in courses specially designed to nourish their interests and meet their needs.

Pupils who undertake this programme will begin by spending eighty per cent of their time on basic secondary school subjects. As they proceed to higher grades, these studies will receive less emphasis, and the time spent on practical subjects will increase.

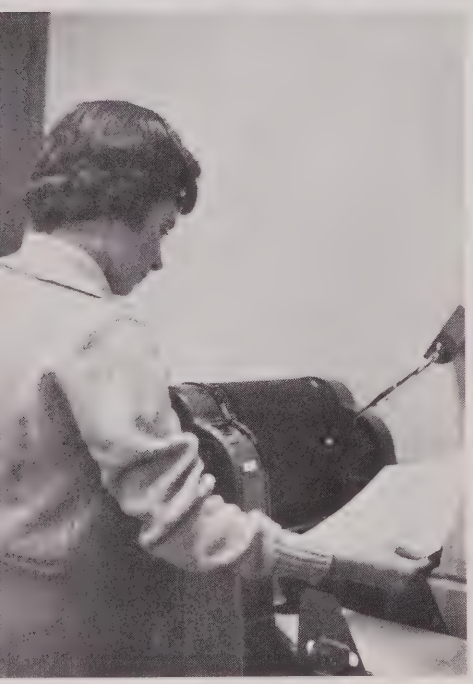
In Grade 9, they will take courses in English, History, Geography, Physical Education, Mathematics, Science, French or Special French, Guidance, and Commercial subjects. They may, in some schools, take Social Studies rather than History and Geography. Under certain circumstances, they may take additional work in Commercial subjects in place of French.

By the time that they have completed Grade 9, they will be familiar with the opportunities available in their school and they will know whether they intend to transfer to another programme or remain in the four-year programme. The need for group Guidance will, therefore, have diminished, and the time that was assigned to it in Grade 9 will be added to the time given to the other subjects in Grade 10. These subjects are English, History, Geography, Physical Education, Mathematics, Commercial subjects, and two optional subjects. The optional subjects may take the form of additional time in Commercial subjects or they may be selected from the following: Science, French or Special French, Latin, German, Spanish, Italian, Russian, Greek, Art, Music, Industrial Arts or Shop Work subjects, Home Economics and others, if facilities permit.

After Grade 10, many pupils can profit from wider and more intensive training in the areas of study most directly related to the kind of employment for which they are preparing. In Grades 11 and 12, therefore, the time devoted to Commercial subjects is greatly increased. To avoid the weaknesses of narrow specialization, however, pupils are given courses in English, History (in Grade 11), Economics (in Grade 12), Physical Education, and one of the following optional subjects: Mathematics, Science, Geography, French or Special French, Latin, German, Spanish, Italian, Russian, Greek, Art, Music, Industrial Arts or Technical Subjects, Home Economics. Where facilities permit, the optional subject may take the form of further time in Commercial subjects.

VOCATIONAL OPPORTUNITIES

Secretary • Stenographer • Typist
Office Assistant • Advertising Assistant



EMPLOYMENT OPPORTUNITIES

Junior Clerk • File Clerk • Nursery School Assistant • Sales Clerk • Food-Processing Assistant

Upon satisfactory completion of Grade 12, pupils may proceed directly to employment or they may enter a special one-year course in Business, Commerce, Technical Subjects, Home Economics or Vocational Art.

The two-year programme is designed for pupils who intend to spend only two years in secondary school. It enables them to receive training in subjects of immediate practical value in employment for which this period of time affords sufficient preparation. It also offers them the advantages of limited but effective study of basic general subjects through specially planned courses.

Pupils who are permitted to enter this programme will spend forty to fifty per cent of their time on subjects designed to help them acquire specific skills that will be of value in certain areas of business and commerce. The rest of their time will be devoted to developing the basic understanding, knowledge, and skill that the study of academic subjects provides.

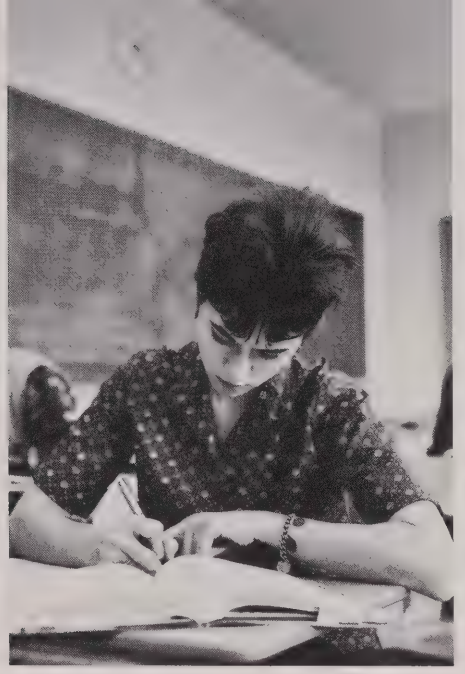
In both Grade 9 and Grade 10, they will take courses in English, History and Geography, Science, Mathematics, Guidance, and Physical Education. In addition, they will receive training in subjects that represent adapted treatment of fundamental parts of the four-year programme of the Branch.

Upon completion of either one or two years of the programme, pupils who have achieved outstanding success may transfer to the four-year programme.

The one-year occupations programme offers the advantages of the specialized facilities of the secondary school to pupils whose difficulties with formal educational programmes prevent them from gaining promotion to Grade 9. To these pupils, it affords an opportunity to enjoy the benefits of the practical training for employment that such facilities make possible. At the same time, it enables them to proceed with their study of academic subjects in courses specially designed to provide for their particular interests, needs, and aptitudes.

Pupils who are permitted to transfer to this programme from Grade 8 will spend one-half of their time on traditional secondary school subjects that will encourage their general development in body, mind, and spirit. The other half of their time will be devoted to acquiring skills that will prepare them for employment in various service trades or occupations.

They will take courses in English, Library Science, Guidance, History and Geography, Mathematics, Physical and Health Education. These subjects, rather than being presented as isolated disciplines, are correlated so as to illuminate each other and thereby facilitate learning. During an English lesson, for example, pupils may study the structure of a paragraph that explains a certain problem in History or develops a principle of Guidance: the study of one subject thus reinforces the others.



In addition to taking these specially constructed courses in academic subjects, pupils will have the opportunity of taking such optional subjects as Home Economics, Science, Music, and Art. They will also participate in a number of activities related to the employment opportunities that exist in their community. Depending upon the school that they attend, they may find it possible to receive training in any of the following: agriculture, automobile servicing, building construction, child care, dry cleaning and pressing, electrical appliances servicing, factory assembly work and inspection, gardening services, hairdressing, home mechanics, hospital services, household services, masonry, merchandising, office routine, painting and decorating, plumbing, restaurant services and food processing, sewing, sheet metal work, sign painting, small gasoline engine servicing.

Many of these activities may be conducted in a special occupational shop that provides the space and facilities for simulating actual working conditions by furnishing such realistic settings as a small modern restaurant or an attractive store. Some may be practised in the regular shops or in the other areas traditionally allocated to certain optional subjects in the secondary school. Some of the instruction in automobile servicing, for example, may be given in the Automobile-Mechanics Shop, and activities related to home management, family relationships, nutrition, clothing, child care, and money management may be carried on in the Home Economics Room.

In some schools, pupils may find that their training is extended from the school into actual employment situations by means of a work-experience programme arranged by the coordinating teacher working in cooperation with local merchants, tradesmen, businessmen, and municipal leaders. Those who enjoy the benefits of such a programme will find themselves able to gain valuable experience by working, under school supervision, on a part-time basis that will not displace any employees. This experience will assist them in developing social skills and beneficial attitudes toward work. It will enable them to gain a first-hand knowledge of working conditions and will help them understand the importance of punctuality, regular attendance, good grooming, and sound human relations. Together with their other activities and studies, it will encourage them to achieve the self-understanding that must precede self-realization.

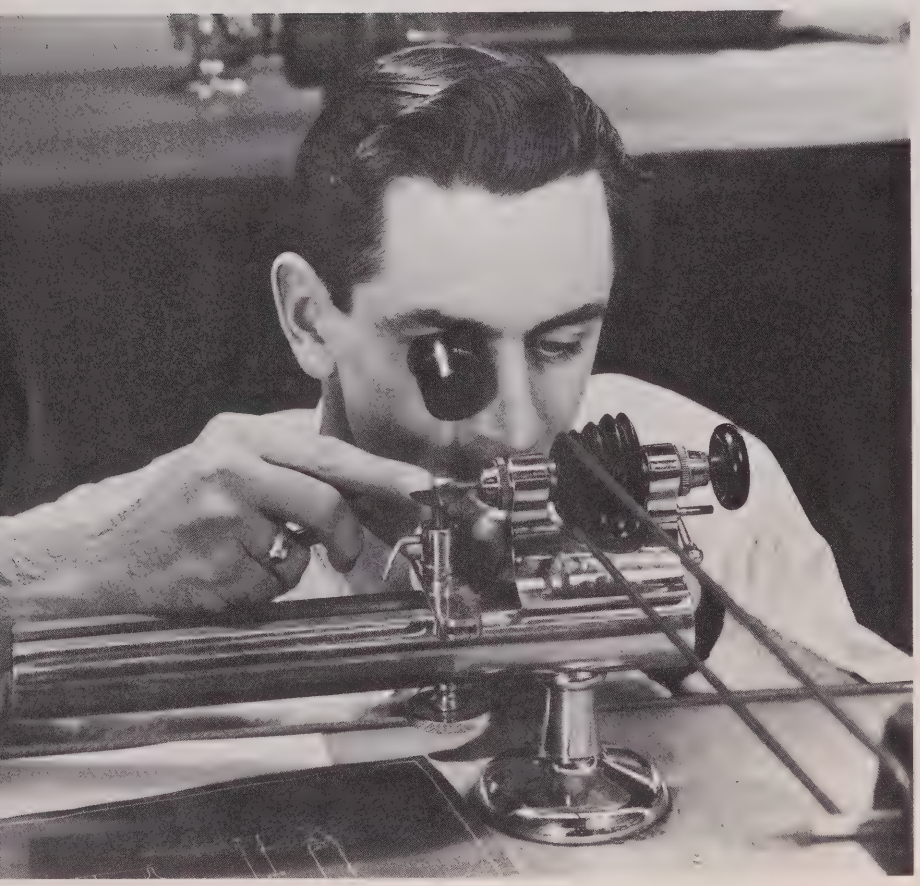
Throughout the entire occupations programme, which may be extended to two years if local conditions warrant such extension, pupils will receive the advantages of sympathetic, small-group instruction. These advantages, enhanced by the high degree of flexibility in content and arrangement of courses and of topics within courses, are almost certain to assure them of a profitable and satisfying experience in the secondary school.

OCCUPATIONAL OPPORTUNITIES

File Clerk • Hairdresser • Household Mechanic • Sales Clerk • Waiter or Waitress • Seamstress

Questions and Answers Concerning the New Programmes

THE FOLLOWING INFORMATION IS PROVIDED IN AN EFFORT TO ANSWER SOME OF THE QUESTIONS THAT MAY ARISE IN THE MINDS OF PUPILS AND THEIR PARENTS AS THEY CONSIDER THE NEW PROGRAMMES. PARENTS SHOULD FEEL FREE TO DISCUSS THESE QUESTIONS AND ANY OTHERS WITH THE PUPIL'S PRINCIPAL AND TEACHERS.



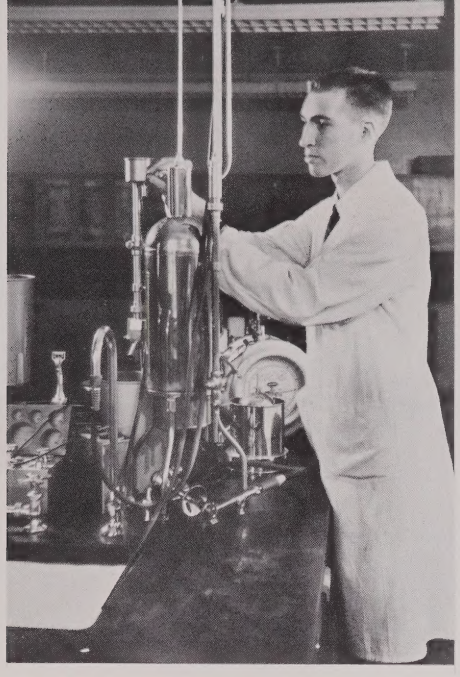
Is the expansion of educational opportunities in the Province limited to the secondary schools?

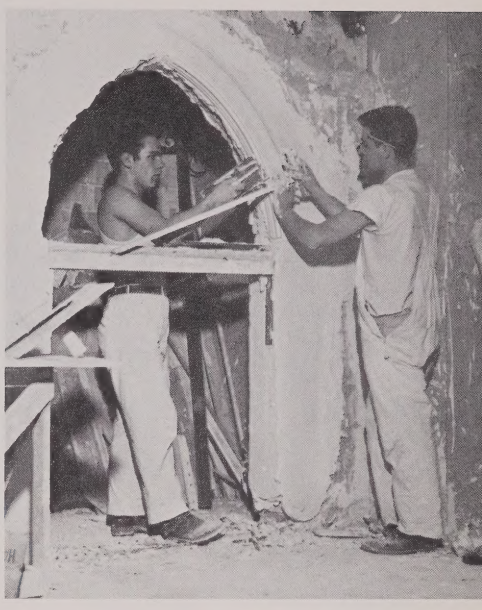
In addition to the expansion of educational opportunities available in the secondary schools, provision has been made to establish new facilities or to enlarge existing facilities for educational and training programmes that are conducted in other institutions.

New Institutes of Trades, similar to the Provincial Institute of Trades in Toronto, will be built in London, Ottawa, and Sault Ste. Marie. The establishment of these new institutions will permit a decentralized system of trade training that will accommodate a great many more apprentices and other persons undergoing regular trade training. It will also make possible greatly expanded opportunities for the retraining of the unemployed.

A large expansion of the Western Ontario Institute of Technology at Windsor has just been completed. The Ryerson Institute of Technology in Toronto will be expanded and completed. New facilities to house the Eastern Ontario Institute of Technology at Ottawa will be constructed.

Local boards of education will be encouraged to explore all possible ways of providing useful courses for the members of their communities. Cooperation with local industries in providing specialized training programmes has already been a profitable venture for many communities and the





number of ventures in such cooperation will increase.

This expansion of educational and training facilities should assist citizens of the Province to adjust successfully to changes that are taking place in the pattern of employment in Canada. Some idea of that pattern may be gained by study of the two graphs on this page.

When a pupil enters secondary school, is he free to choose any of the available programmes?

A pupil who has been promoted from the elementary school is free to choose any of the programmes offered in the secondary school in his community. Pupils who are not promoted from Grade 8 may, if they are fifteen years of age, accept a transfer to the one-year occupations programme.

Is French a compulsory subject in Grade 9 of every four-year and every five-year programme?

French is a compulsory subject in Grade 9 of every five-year programme. Normally, it is also compulsory in every four-year programme. The principal may, however, organize a class or classes that will take an additional subject in place of French if a sufficient number of pupils on entering Grade 9 in any branch declare, with their parents' concurrence, that they wish to take the four-year programme in that branch and have no intention of proceeding to university.

What special provision is made for boys who desire training to fit them for occupations in business and commerce?

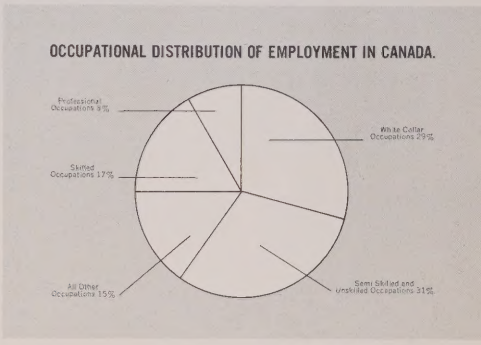
In the Business and Commerce Branch, the subjects of Business Organization and Management, Elementary Cost Accounting, and various courses in the distributive processes will be introduced in the new Business course especially for boys. It is expected that they will prefer these courses to the stenographic subjects.

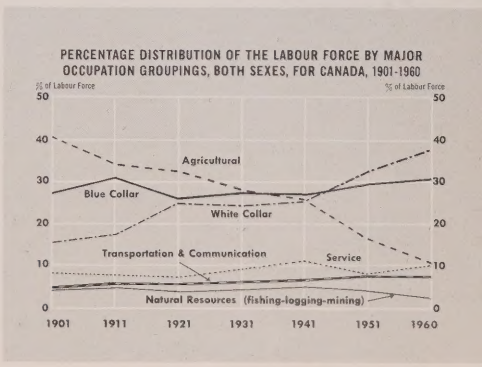
If a pupil selects the four-year programme of the Arts and Science Branch when he enters Grade 9, must he remain in that programme?

Pupils who successfully complete Grade 9 of any four-year or five-year programme are free to transfer to Grade 10 of any programme. Those who did not take French, under the special provision mentioned above, must commence the study of a language other than English if they transfer to Grade 10 of a five-year programme. Training in agricultural shop work will, at the discretion of the principal, be included in the Technical Subjects and in the Shop Work option for rural pupils.

Is a two-year programme available in every branch of the secondary school?

Normally, the two-year programme is associated with the Science, Technology, and Trades Branch and with the Business and Commerce Branch. In schools that have only the Arts and Science Branch,


OCCUPATIONAL DISTRIBUTION OF EMPLOYMENT IN CANADA.
Professional Occupations 8%
White Collar Occupations 29%
Skilled Occupations 17%
All Other Occupations 15%
Semi-Skilled and unskilled Occupations 31%



however, a two-year programme may be established if the number of pupils seeking such a programme is sufficiently large to warrant its establishment.

If a pupil completes Grade 9 in a two-year programme must he remain in that programme?

A pupil who successfully completes Grade 9 of a two-year programme may proceed to Grade 10 in that programme or he may transfer to Grade 9 of any four-year or five-year programme. If he has achieved outstanding success in Grade 9 of the two-year programme, however, he may, at the discretion of the principal, be permitted to enter Grade 10 of a four-year or a five-year programme.

What freedom to transfer is provided for a pupil who, upon completion of Grade 10 in a four-year programme, believes that a different programme would be of greater benefit to him?

A pupil who successfully completes Grade 10 in a four-year programme is free to proceed to Grade 11 in that programme or to transfer to Grade 10 of any other programme in any branch of the secondary school.

What freedom to transfer is provided for a pupil who, upon completion of Grade 10 in a five-year programme, believes that a different programme would be of greater benefit to him?

A pupil who successfully completes Grade 10 in a five-year programme is free to proceed to Grade 11 in that programme or to transfer to Grade 11 of the four-year programme in the same branch. If he wishes to undertake a programme in a different branch, he may transfer to Grade 10 of any programme in either of the other two branches.

Does the reorganization of secondary education provide for agricultural training?

Adequate provision is being made for agricultural training in an option named Agriculture in the four-year programme and in the five-year programme of the Arts and Science Branch. This option may be taken in addition to the regular course in Science. It is also available in the four-year programme of the Science, Technology, and Trades Branch.

What provisions govern the granting of diplomas and certificates in each of the available programmes?

The Secondary School Honour Graduation Diploma will be granted as heretofore, to Grade 13 pupils of day classes of the provincial secondary schools who complete successfully the five-year programme in one of the three branches.

The Secondary School Graduation Diploma will be granted on the recommendation of the principal of the secondary school last attended where the candidate completes the requirements, and of the Superintendent of Secondary Education to (i) a candidate who has successfully completed the four-year programme in one of the three branches; (ii) a candidate who has completed successfully four years of the five-year programme in one of the three branches. The diploma awarded to a candidate who has completed successfully four years of a five-year programme will be endorsed as qualifying him for admission to Grade 13. In each case, the diploma will indicate the branch, the programme followed, and the optional subjects studied.

An appropriate Certificate of Standing will be granted to pupils who complete satisfactorily the requirements of a two-year programme in one of the branches.

An appropriate Certificate of Training, indicating the particular skill or skills acquired, will be granted to pupils who have completed a specified course or courses in the Occupations Programme.

Pupils who qualify for a Departmental diploma in a school or division of a school where the reorganized plan of secondary school studies has not been adopted will receive the diploma in the form hitherto in use.

How are the various types of Secondary School Graduation Diplomas designated?

The various types of Secondary School Graduation Diplomas are designated for both the five-year programmes and the four-year programmes, with the programme, branch, and special subject field noted as listed to right.

ARTS AND SCIENCE

BUSINESS AND COMMERCE

• Accountancy • Clerical • General Business • General Business—Bilingual • Merchandising • Secretarial • Special • Special—Bilingual

SCIENCE, TECHNOLOGY, AND TRADES

• Home Economics—Clothing and Textiles • Home Economics—Food and Nutrition • Home Economics—Hairdressing and Beauty Culture • Home Economics—Homemaking • Home Economics—Nursing Assistant • Home Economics—Salesmanship • Aircraft Mechanics • Air Conditioning and Refrigeration • Applied Electricity • Applied Electronics • Auto Mechanics • Auto Body Repair • Chemistry • Drafting—Architectural • Drafting—Mechanical • Fine Instrument Practice • Foundry Practice • Machine Shop Practice • Mining • Physics • Plastics • Plumbing • Power Plant Operating • Printing • Sheet Metal Practice • Tailoring • Watch Making • Welding • Woodworking—Cabinet Making • Woodworking—Building Construction • Woodworking—General • Woodworking—Pattern Making • Special